

Carrie Waters' Week of: January 06-10, 2025 - Whole Group Lesson Plans

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

GRAMMAR Week 4 Word Work & Shared Reading	READING Unit 5 Research & Inquiry Task Technology & Inventions	WRITING WriteScore Essay Writing Skills From Start to Finish Informational	PHONICS Review Short & Long Vowels Digraphs & Blends	MATH Module 3 Topic B Review & Lessons 8-10 Composite Shapes and Fraction Concepts	SOCIAL STUDIES PBIS Expectations Rules & Procedures New Year's Resolutions GOAL SETTING!
Monday - Holiday Break/Professional Learning New Standards 8:00-11:00 Sterling PL Room					
Tuesday - Holiday Break/Teacher Planning/TKES Mid-Year Conferences 8:30-9:00					
Wednesday - Welcome Back Students!					
<p>Standard(s): ELAGSE2L1 ELAGSE2SL1</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. I am learning to use reflexive pronouns when speaking or writing. I am learning to make and use verbs when speaking or writing. I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in</p>	<p>Standard(s): ELAGSE2RI2.1, 2.2, 2.3 ELAGSE2RI10</p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can participate in group reading activities. <input type="checkbox"/> I can read with appropriate pacing, intonation, accuracy, and expression. <input type="checkbox"/> I can use a variety of strategies to gain meaning from grade-level texts. 	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to introduce a topic when writing an informative or explanatory text.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can brainstorm ideas for a topic. <input type="checkbox"/> I can select one topic of focus. <p>Lesson/Activity: Write Score: Step-by-Step Informational Writing Part 1 - Planning</p> <p>Students will learn to plan</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 recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the short vowel sounds. <input type="checkbox"/> I can identify the long vowel sounds. 	<p>Standard(s): 2.GSR.7.3 2.GSR.7.4</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"> -I can partition a circle into two, three, or four equal shares. -I can identify equal-sized parts of a circle as halves, thirds, or fourths. -I can describe equal-sized parts of a circle as halves, thirds, or fourths. -I can recognize that there may be different shapes 	<p>Standard(s): PBIS- Classroom/ Restroom</p> <p>LT: I am learning how to show R.I.S.E in the classroom and the hallway.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can model R.I.S.E behaviors in the classroom. <input type="checkbox"/> I can model R.I.S.E behaviors in the restroom. <input type="checkbox"/> I can teach others the R.I.S.E behaviors for the classroom and restroom. <p>Lesson/Activity: PBIS- Classroom/</p>

small or large groups.

SC: *I know I am successful when:*

- ☐ I can identify a noun.
- ☐ I can identify an irregular plural noun.
- ☐ I can identify a collective noun.
- ☐ I can identify a pronoun.
- ☐ I can identify a reflexive pronoun.
- ☐ I can identify a verb.
- ☐ I can identify a past tense verb.
- ☐ I can identify an adjective.
- ☐ I can identify an adverb.
- ☐ I can ask for clarification and further explanation if I'm confused.
- ☐ I can maintain a focus on a particular topic or text.

Lesson/Activity:

Unit 3 Review
Reflect: Revisit the Goals

[Copy of Word Work Week 4 - Shared Reading.pptx - Google Slides](#)

☐ I can write about what I have read.

Lesson/Activity:

Unit 5 Research Inquiry Task and Review
Informational Comprehension Skills



Rules for Group Work

1. All ideas and contributions will be valued.
2. The work will be divided evenly in the group.
3. Problems will be addressed as they arise.
4. Behavior and talk must be respectful.
5. Tasks should be completed by the agreed dates.

SMALL GROUP READING-TEACHER SELECTED STRATEGY

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

informational writing. Students will plan the topic for their informational writing.



Write Score

Planning My Informational Writing

1. Brainstorm non-fiction topic ideas.
2. Choose a topic.
3. List facts about your topic.

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Write Score

Name: _____

Fact Chart

Author: _____ Title: _____

Fact #1	Fact #2

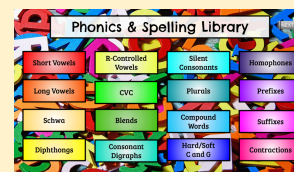
Fact #3	Fact #4

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

Lesson/Activity:

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



Newspapers

Activity 9

Vowels

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

1. Look for each one in words that appear in your newspaper.
2. On a sheet of paper, make a column for each vowel as shown below. Cut the words out and paste them in the correct category.
3. If the word has two (2) or more vowels, choose one of the vowels and place the word under that letter.

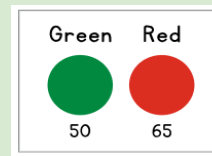
within the whole shape.

Lesson/Activity:

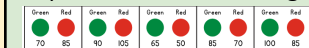
Lesson 8-Create composite shapes by using equal parts and name them as halves, thirds, and fourths. (Put together bags for each student containing 2 trapezoids, 1 hexagon, 1 rhombus, 3 equilateral triangles, and 4 squares; tangram envelopes)

Fluency:

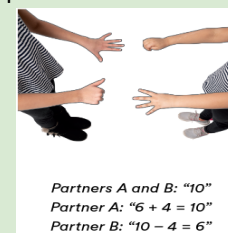
Green Light, Red Light-Students count by fives from a given number.



Repeat with the following:



Ready, Set, Add-Students find the total and say an addition equation or related subtraction equation.



Choral Response: Equal or Not Equal Shares-Students determine if a polygon or object is partitioned into

Restroom

Teachers will discuss and model R.I.S.E expectations in the classroom as well as introduce any new classroom rules and procedure changes.

42-46.

equal shares and the number of equal shares.



Repeat with the following:



Launch:

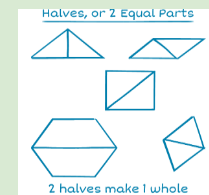
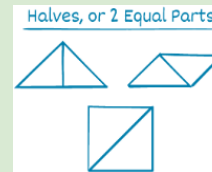
Students reason about decomposing a square into smaller shapes.

Sam says she has 1 square. Lin says Sam has 2 triangles. Who is right? How do you know?

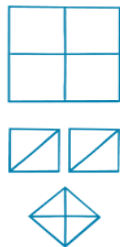



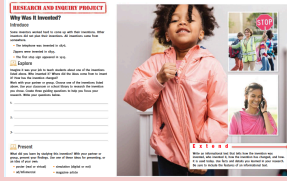

Learn:

Compose Shapes to Show Halves-Students compose two polygons to show halves.



Compose Shapes to Show Fourths-Students compose four polygons to show fourths.

				<div><div><div>Fourth, or 4 Equal Parts</div><div></div><div>4 fourths make 1 whole</div></div><div><p>Compose Shapes to Show Thirds-Students compose three polygons to show thirds.</p></div><div><div><div>Thirds, or 3 Equal Parts</div><div></div><div>3 thirds make 1 whole</div></div><div><p>Gradual release to the Problem Set.</p></div><div><p>Land:</p><p>Debrief objective-Create composite shapes by using equal parts and name them as halves, thirds, and fourths. Facilitate discussion:</p></div><div><div>A<div><div></div><div></div><div></div></div></div><div>B<div><div></div><div></div></div></div><div>C<div><div></div><div></div><div></div><div></div></div></div></div><div><p>Students complete and turn in the Exit Ticket as a formative grade.</p></div></div></div>	
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<p>Standard(s): ELAGSE2L1 ELAGSE2SL1</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. I am learning to use reflexive pronouns when speaking or writing. I am learning to make and use verbs when speaking or writing. I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify a noun. <input type="checkbox"/> I can identify an irregular plural noun. <input type="checkbox"/> I can identify a collective noun. <input type="checkbox"/> I can identify a pronoun. <input type="checkbox"/> I can identify a reflexive pronoun. <input type="checkbox"/> I can identify a verb. <input type="checkbox"/> I can identify a past tense verb. <input type="checkbox"/> I can identify an adjective. <input type="checkbox"/> I can identify an adverb. <input type="checkbox"/> I can ask for clarification 	<p>Standard(s): ELAGSE2RI2.1, 2.2, 2.3 ELAGSE2RI10</p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can participate in group reading activities. <input type="checkbox"/> I can read with appropriate pacing, intonation, accuracy, and expression. <input type="checkbox"/> I can use a variety of strategies to gain meaning from grade-level texts. <input type="checkbox"/> I can write about what I have read. <p>Lesson/Activity: Unit 5 Research Inquiry Task and Review Informational Comprehension Skills</p> 	<p>Standard(s): ELAGSE2W2</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"> <input type="checkbox"/> I can identify facts and details that give information about my topic. <input type="checkbox"/> I can identify important words I have learned that I will define for my reader. <input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about my topic. <p>Lesson/Activity: Write Score: Step-by-Step Informational Writing Part 2 - Beginning</p>  <p>Students will learn to plan and write the beginning of their informational writing.</p> <p>Students will plan the topic sentence and introduction for their informational writing.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.) <input type="checkbox"/> I can identify the long vowel sounds. <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds. <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words (ie. sneaky e, vowel teams) <input type="checkbox"/> I can read words containing irregular vowel patterns. <p>Lesson/Activity: Newspapers In Education (NIE) Scavenger Hunt ESL Activity #9 Focus: Vowel Teams</p>	<p>Standard(s): 2.GSR.7.3 2.GSR.7.4</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"> -I can partition a circle into two, three, or four equal shares. -I can identify equal-sized parts of a circle as halves, thirds, or fourths. -I can describe equal-sized parts of a circle as halves, thirds, or fourths. -I can recognize that there may be different shapes within the whole shape. <p>Lesson/Activity: Lesson 9: Interpret equal shares in composite shapes as halves, thirds, and fourths. (Put together bags for each student containing 1 hexagon, 6 squares, 2 trapezoids, 6 triangles, and 3 blue rhombuses)</p> <p>Fluency: Green Light, Red Light-Students count by fives from a given number.</p>	<p>Standard(s): PBIS-Hallway/Cafeteria</p> <p>LT: I am learning how to show R.I.S.E behaviors in the hallway and cafeteria.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can model R.I.S.E behaviors in the hallway. <input type="checkbox"/> I can model R.I.S.E behaviors in the cafeteria. <input type="checkbox"/> I can teach others the R.I.S.E behaviors for the hallway and cafeteria. <p>Lesson/Activity: PBIS-Hallway/Cafeteria</p> <p>Teachers will discuss and model R.I.S.E expectations in the hallway and the cafeteria. This can include practicing in the hallway, making anchor charts, and not limited to role playing.</p>
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and further explanation if I'm confused.

☐ I can maintain a focus on a particular topic or text.

Lesson/Activity:

Unit 3 Review

Reflect: Revisit the Goals

[Copy of Word Work Week 4 - Shared Reading.pptx - Google Slides](#)

Rules for Group Work

1. All ideas and contributions will be valued.
2. The work will be divided evenly in the group.
3. Problems will be addressed as they arise.
4. Behavior and talk must be respectful.
5. Tasks should be completed by the agreed dates.

SMALL GROUP READING-TEACHER SELECTED STRATEGY

Review may include:
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Write Score Name _____

My Topic Sentence

A topic sentence tells the main idea of your informational writing.

My Topic: _____

Purpose: _____

My Topic Sentence: _____

Students will use their predetermined topic and "Fact Sheet" to write the beginning of their informational writing.

Write Score

The Beginning:
Informational Writing

Topic:

- All About Dolphins

Questions:

- What is the purpose of my informational writing?
- How will I introduce my topic?
- How can I capture my reader's attention?

Plan:

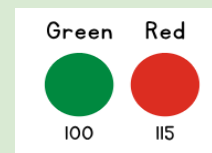
- Write the purpose of your informational writing.
- Write a topic sentence to use in the beginning of your informational writing. Use the "Topic Sentence" worksheet.

Write:

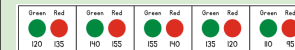
- Write the beginning of your informational writing by introducing your topic and capturing your reader's attention.



Newspapers



Repeat with the following:

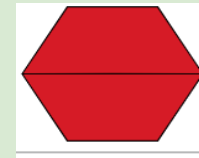


Ready, Set, Add-Students find the total and say an addition equation or related subtraction equation.



Partners A and B: "10"
Partner A: "6 + 4 = 10"
Partner B: "10 - 4 = 6"

Choral Response: Equal or Not Equal Shares-Students determine if a polygon or object is partitioned into equal shares, how many equal shares, and if the equal shares are halves, thirds, fourths, or neither.



Repeat with the following:



Launch:

Students apply their understanding of halves to prepare for decomposing polygons into equal shares. Discuss this

scenario:

Jungle Gym	Grass
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Learn:

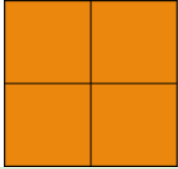


Show Half of the Whole-Students cover 1 half of a polygon by using different combinations of smaller polygons.



Show 1 Third of the Whole-Students cover 1 third of a polygon by using different combinations of smaller polygons.



Show Fourths and Determine Half of the Whole-Students reason about a polygon that represents fourths by using different combinations of smaller polygons.

				  <p>Gradual release to the Problem Set.</p> <p>Land: Debrief objective-Interpret equal shares in composite shapes as halves, thirds, and fourths.</p>  <p>Students complete and turn in Topic Ticket B for a summative grade.</p>	
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Friday

<p>Standard(s): ELAGSE2L1 ELAGSE2SL1</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. I am learning to use reflexive pronouns when speaking or writing. I am learning to make and use verbs when speaking</p>	<p>Standard(s): ELAGSE2RI2.1, 2.2, 2.3 ELAGSE2RI10</p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p>	<p>Standard(s): ELAGSE2W2</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> <p><input type="checkbox"/> I can identify facts and</p>	<p>Standard(s): ELAGSE2RF3, ELAGSE2RF4 ELAGSE1RF2, ELAGSE1RF3</p> <p>LT: I am learning to say one-syllable words by putting sounds together to speak words.</p> <p>I am learning to hear and spell letters that are blended together to make</p>	<p>Standard(s): 2.GSR.7.3 2.GSR.7.4</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> <p>- I can partition a circle or</p>	<p>Standard(s): Review & Practice PBIS- Classroom/Restroom</p> <p>LT: I am learning how to show R.I.S.E in the classroom and the hallway.</p> <p>SC: <i>I know I am successful when...</i></p>
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or writing.
I am learning to use adjectives and adverbs correctly when speaking or writing.
I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups.

SC: *I know I am successful when:*

- ☐ I can identify a noun.
- ☐ I can identify an irregular plural noun.
- ☐ I can identify a collective noun.
- ☐ I can identify a pronoun.
- ☐ I can identify a reflexive pronoun.
- ☐ I can identify a verb.
- ☐ I can identify a past tense verb.
- ☐ I can identify an adjective.
- ☐ I can identify an adverb.
- ☐ I can ask for clarification and further explanation if I'm confused.
- ☐ I can maintain a focus on a particular topic or text.

Lesson/Activity:
Unit 3 Review
Reflect: Revisit the Goals

[Copy of Word Work Week 4 - Shared Reading.pptx -](#)

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

- ☐ I can participate in group reading activities.
- ☐ I can read with appropriate pacing, intonation, accuracy, and expression.
- ☐ I can use a variety of strategies to gain meaning from grade-level texts.
- ☐ I can write about what I have read.

Lesson/Activity:
Unit 5 Research Inquiry Task and Review
Informational Comprehension Skills



Rules for Group Work

1. All ideas and contributions will be valued.
2. The work will be divided evenly in the group.
3. Problems will be addressed as they arise.
4. Behavior and talk must be respectful.
5. Tasks should be completed by the agreed dates.

SMALL GROUP READING-TEACHER SELECTED STRATEGY

Review may include:

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 Part 3 - Middle

Students will learn to plan and write the middle of their informational writing.



Students will use the writing they have already begun working on (the beginning; second lesson).

words.

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

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

Lesson/Activity:
ESL Activity #50 VD
Focus: Digraphs/Blends



ESL Activity #49 VD
Focus: Blends

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

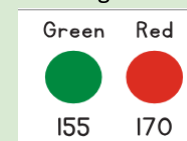
1. See how many words you can cut out from one (1) page of the newspaper that begin with the following blends:

bl black
dr drink

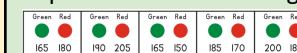
rectangle into 2, 3, or 4 equal shares.
- I can identify equal-sized parts of a circle or rectangle as halves, thirds, or fourths.
- I can describe equal-sized parts of a circle or rectangle as halves, thirds, or fourths.
- I can recognize that there may be different shapes within the whole shape.

Lesson/Activity:
Lesson 10: Partition circles and rectangles into equal parts and describe those parts as halves. (Tear out the circle pattern from student books, white paper, crayons, scissors)

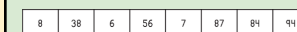
Fluency:
Green Light, Red Light-Students count by fives from a given number.



Repeat with the following:



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



- ☐ I can model R.I.S.E behaviors in the classroom.
- ☐ I can model R.I.S.E behaviors in the restroom.
- ☐ I can teach others the R.I.S.E behaviors for the classroom and restroom.

Lesson/Activity:
Review & Practice PBIS- Classroom/Restroom

Teachers will discuss and model R.I.S.E expectations in the classroom as well as introduce any new classroom rules and procedure changes.

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

Write Score _____ Name: _____

Just the Facts

Organize your facts by listing your facts below.

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Write Score _____

The Middle:
Informational Writing

Topic:

- All About Dolphins

Plan:

- Refer to your facts from your "Fact Chart".
- Think of any additional facts about dolphins.
- Organize your facts using the "Just the Facts".

Write:

- Write the middle of your informational writing by using information about your topic, including facts.
- Include at least five facts.

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cl clear
st stop
sl slow
br break
tr try
gr grow

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

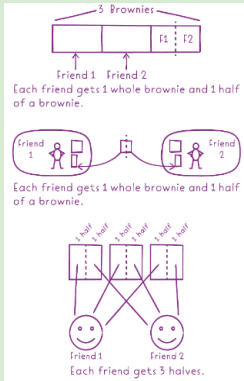
More Blends:

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

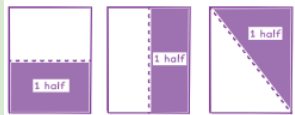
sh
shine
th
then
ch chair
2 Make a list of the words you find.

Newspapers

Launch:
Students prepare for working with halves by splitting 1 whole into 2 parts to solve a sharing problem.



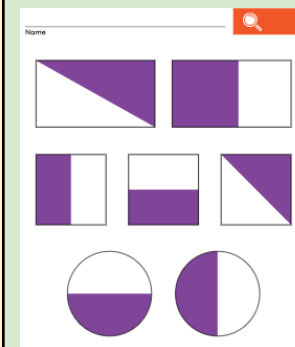
Learn:
Partition a Rectangle to Show Halves-Students partition a rectangle in multiple ways and reason that halves of the same whole need not be the same shape.



Partition a Circle to Show Halves-Students partition a circle in half and determine that halves of a circle do not change when rotated.



Partition and Shade
Multiple Shapes to Show
Halves-Students partition
shapes in half and reason
about why some halves
can be different shapes.



Gradual release to the
Problem Set.

Land:

Debrief objective-Partition
circles and rectangles into
equal parts and describe
those parts as halves.

Students will complete
and turn in Exit Ticket 10
for a formative grade.