

Second Grade's Week of: December 09-13, 2024 - Whole Group Lesson Plans

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

GRAMMAR Unit 3 Week 4 Lessons 16-20 Past, Present, & Future Verb Tenses	READING Unit 5 Week 2 Lessons 6-10 Technology & Invention Week 2 Assessment	WRITING Volume 3 Weeks 5 & 6 Lesson(s) 24-27 Enchanted Tales WriteScore Unit 1 Narrative Young Georgia Authors Due Dec. 18th!	PHONICS Unit 5 Week 2 Lessons 6-10 Vowel Teams /oi/: oi, oy Technology & Invention	MATH Module 3 Lessons 1-5 Topic Ticket A Holiday Geometry Activities	SOCIAL STUDIES Georgia Becomes A Colony Unit 3 Weeks 2 & 3 James Oglethorpe, Tomochichi, & Mary Musgrove
Monday - Map Reading Fluency: Dyslexia Screener					
<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 4 Day 16,</p>	<p>Standard(s): ELAGSE2RI6/RI8</p> <p>LT: I am learning to describe how the author supports the specific points made in a text. I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.</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 author's purpose based on what the author wants to explain. <input type="checkbox"/> I can identify the author's purpose based on what the author wants to describe. <input type="checkbox"/> I can recognize the author's purpose. <input type="checkbox"/> I can identify the point(s) the author is 	<p>Standard(s): ELAGSE2W5/W6 ELAGSE2SL4</p> <p>LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults). I am learning to use others' help to strengthen my writing through revising and editing. I am learning to speak like a presenter and share important facts and details.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can reread my writing to determine if there are additional changes I want to make. <input type="checkbox"/> I can collaborate with (peers, teachers, and adults) to proofread my 	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read and spell words with vowel teams.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify irregular vowel patterns (aw, ow/ou, oy/oi). <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.) <p><u>Suggested Key Terms:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling,</p>	<p>Standard(s): 2.GSR.7.1</p> <p>LT: We are learning to analyze 2-D shapes in our environment.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> - I can identify polygons, triangles, quadrilaterals, pentagons and hexagons. - I can compare and sort shapes based on various attributes. - I understand what angles, vertices, and sides are in a given shape. - I can describe a shape based on its attributes (angles, vertices, and sides). <p>Lesson/Activity: Lesson 1: Determine the defining attributes of a polygon.</p>	<p>Standard(s): SS2G2 SS2H1</p> <p>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.</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 Savannah (Yamacraw Bluff) on a map. <input type="checkbox"/> I can describe Tomochichi's life as the chief of the Yamacraw Indian tribe. <input type="checkbox"/> I can explain Tomochichi's role in the founding of Georgia, including the land given to Oglethorpe. <input type="checkbox"/> I can tell you about his good relationship with

TE pages 140-141
Explore: Simple Verb Tenses

Explore Simple Verb Tenses

Share sets of similar sentences that use the simple verb tense in the past, present, and future. Partnerships explore the sentences and jot down discoveries in their grammar notebooks.

Students and/or partnerships will explore sentences with verbs in the past, present, and future tenses.

Grammar Refresher

When we study verb tenses, here are some things to remember.

- A **present-tense verb** tells an action that is happening now or a state of being that is occurring now.
- A **past-tense verb** tells an action that has already happened or a state of being that has already existed.
- A **future-tense verb** tells an action that will happen at a later time or a state of being that will exist at a later time.
- Some **past-tense verbs** are irregular. They are not formed by adding "-ed" to the base form of the verb (e.g., rain, hid, swam, took).

Differentiation:
Teachers may focus on all the present-tense sentences and then the same with past-tense sentences and future-tense sentences.

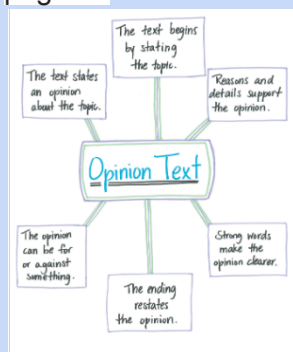
trying to make.

- I can identify the facts that support the point(s).
- I can explain how facts/reasons support the author's point(s).
- I can read a short informational text with a partner and identify and restate the reasons to support specific points the author has made in a text.

Lesson/Activity:

Unit 5, Lesson 6,
TE pages 78-81.

Mentor Text: "Robots Belong in School," page 12



writing.

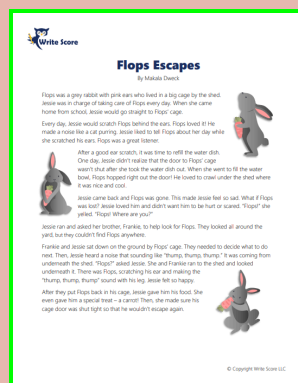
- When I speak, I answer 'who, what, when, where, how, and why' to make my story clear.

Lesson/Activity:

Benchmark Workshop
Volume 3 Week 5
TE pages 107-110
Session 24 - Strategy
Final Edits With A Partner
& Checking for Clarity and Interest

WriteScore; Essay Writing Skills From Start to Finish
Genre Focus
Unit 1 Fictional Narratives
Narrative Retelling A Story

Lesson - Retelling
Narrative Story Flop Escapes



Retelling requires students to recount a story from start to finish. Students will practice retelling BME of their stories.

sound, phonics, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:

Unit 5 Week 2 Day 6,
TE pages 228-231
Word Study Book, p. 54
My Word Study, Volume 1, p. 41

Read HFWs: above, began, different, enough, few, grow, they, were, which, why.

Vowel team syllable type: /oi/

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

2D Shapes Song

Name the Shape Game

Teacher's Choice for a Holiday activity working with 2-D/3-D shapes.

(Prepare a bag of spaghetti noodles broken into different-length pieces to use and save for future lessons).

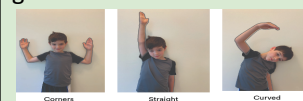
Fluency:

Counting the Math Way by Ones and Tens-Students construct a number line with their fingers while counting aloud.



Show Me

Attributes-Students use body movements to show geometric attributes.



Choral Response: Shapes & Attributes- Students identify the number of sides and name a flat shape.

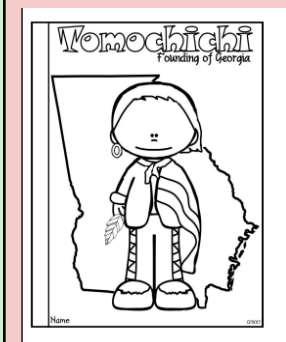


Launch:

Students use different

James Oglethorpe and the colonists.

Lesson/Activity:
[Oglethorpe & Tomochichi](#)



Name: _____ Date: _____

How? Then? Later? What? Tenses

Set 1

I walk to school today.

I walked to school yesterday.

I will walk to school tomorrow.

Set 2

The rabbit dashes across the field.

The rabbit dashed across the field a few minutes ago.

The rabbit will dash across the field later today.

Students will jot down and share their discoveries about the tenses as they note the change in meaning when the tense changes.

Retelling Anchor Chart		
Beginning	Middle	Ending
Tells:	Tells what happens:	Tells what happens:
WHO is in the story	FIRST	
WHAT is happening	NEXT	
WHERE the story is	THEN	AT THE END

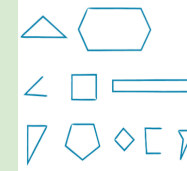
Strategy: Making Final Edits with a Partner

1. Sit with a partner and place your story where both of you can see your writing.
2. Read your story out loud.
3. Ask your partner to name or jot down any editing ideas he or she has for you.
4. Listen to your partner's feedback.

Strategy: Checking for Clarity and Interest

1. Ask yourself: "Who are my readers?"
2. Reread your story with your audience in mind.
3. Ask yourself: "Would my readers understand everything in my story? Would they find it interesting?"
4. Make edits based on your answers.

pieces of spaghetti to make a shape. Ask each student to make at least 2 different shapes. Discuss number of sides, open shapes, and closed shapes.

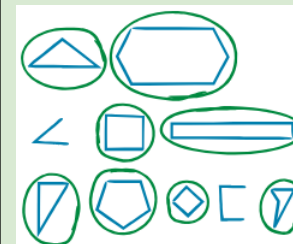


Learn:

Differentiate between open and closed- Students make closed shapes from angles. Show how two spaghetti pieces can form an angle. How can we turn this angle into a closed shape?



Discover the Attributes of a Polygon- Students reason about the similarities of closed shapes to generate attributes of a polygon. Teacher creates an anchor chart from class discussion.



				<p><u>Attributes of a Polygon</u></p> <ul style="list-style-type: none"> • Closed shape • ^{3 or more} straight sides • Number of sides equals number of angles <p>Gradual release to the Problem Set.</p> <p>Land: Debrief objective-Determine the defining attributes of a polygon.</p> <p>Students will complete and turn in Exit Ticket 1 as a formative grade.</p>	
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Tuesday - Map Growth Math (2-5)

<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 	<p>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 	<p>Standard(s): ELAGSE2W5/W6 ELAGSE2SL4</p> <p>LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults). I am learning to use others' help to strengthen my writing through revising and editing. I am learning to speak like a presenter and share important facts and</p>	<p>Standard(s): ELAGSE2RF3 ELASGE2L1b</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read and spell words with vowel teams. I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p>	<p>Standard(s): 2.GSR.7.1</p> <p>LT: We are learning to analyze 2-D shapes in our environment.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> - I can identify polygons, triangles, quadrilaterals, pentagons and hexagons. - I can compare and sort shapes based on various attributes. - I understand what 	<p>Standard(s): SS2G2 SS2H1</p> <p>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.</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 Savannah (Yamacraw Bluff) on a
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tense verb.
☐ I can recognize that some past tense verbs have irregular spellings.

Suggested Key Terms:
Parts of speech, verbs, irregular verbs, past tense, present tense, future tense

Lesson/Activity:
Unit 3 Week 4 Day 17,
TE pages 142-143
Teach: Past, Present, & Future Tenses

Teach
Past, Present, and Future Tenses
Create an anchor chart that explains the past, present, and future tenses, and shows how to make sentences using the past and future tenses.

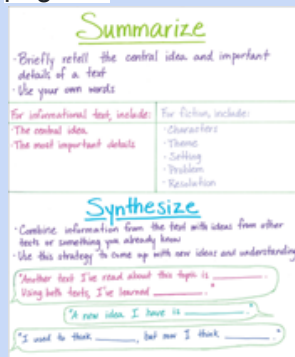
State the Purpose:
Verbs also tell when the action happens. Today we are going to write sentences with past-tense, present-tense, and future-tense verbs.

Teachers will say, model the strategy, and say the strategy again.

information by combining text details and original thinking.

Lesson/Activity:
Unit 5, Lesson 7,
TE pages 82-85.

Mentor Text: "Robots Belong in School," page 12



details.

SC: *I know I am successful when:*

☐ I can reread my writing to determine if there are additional changes I want to make.
☐ I can collaborate with (peers, teachers, and adults) to proofread my writing.
☐ When I speak, I answer 'who, what, when, where, how, and why' to make my story clear.

Lesson/Activity:
Benchmark Workshop
Volume 3 Week 5
TE pages 110-113
Session 25 - Strategy
Polishing An Enchanted Tale

WriteScore; Essay Writing
Skills From Start to Finish
Genre Focus
Unit 1 Fictional Narratives
Narrative Retelling A Story

Lesson 1 - Retelling a Story
- What and How?

Teacher will model.
Students will work to practice retelling the story **Nutmeg** from beginning to end.

SC: *I know I am successful when:*

☐ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
☐ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
☐ I can distinguish between different kinds of nouns (common/proper, singular/plural).

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

Lesson/Activity:
Unit 5 Week 2 Day 7,
TE pages 232-235
Word Study Book, p. 55
My Word Study, Volume 1, p. 42

Read & Write HFWs:
above, began, different, enough, few, grow, they, were, which, why.

angles, vertices, and sides are in a given shape.
-I can describe a shape based on its attributes (angles, vertices, and sides).

Lesson/Activity:
Lesson 2: Use attributes to identify, build, and describe two-dimensional shapes.

[2D Shapes Song](#)

[Name the Shape Game](#)

Teacher's Choice for a
Holiday activity working with 2-D/3-D shapes.

(lesson prep- spaghetti bags and chart paper divided into fourths)

Fluency:
Counting the Math Way by Ones, Tens, Hundreds-Students construct a number line with their fingers while counting aloud and model compositions.

Count the math way by tens from 0 to 100, bundling 10 tens to make 1 hundred.

Count the math way by hundreds from 0 to 1,000, bundling 10 hundreds to make 1 thousand.

Sprint- Subtract Within 20
Students subtract a one-digit number from a two-digit number.

1.	17 - 2	15
2.	11 - 8	3

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](#)



Strategy: Writing Sentences with Verb Tenses

Decide the action and when the action happens.

Refer to the chart to help you choose the verb tense that fits.

Write your sentence.

Double-check your tense with the chart.

Teachers and students will work to create and anchor chart or a similar reference where it will be visible to students as they create sentences while exploring verbs.

Verb Tenses

A verb tense tells when the action happens.

happening now →	I jump.	← present tense
already happened →	I jumped.	← past tense
happening later →	I will jump.	← future tense

To form the past tense?

Usually add -ed walk-walked help-helped

Irregular verbs have their own special past-tense forms. go-went catch-caught

To form the future tense?

Add will to the verb. will teach will go will jump will eat will run will play

Teachers will provide students with the following verbs: look, talk, teach, play, hide.

In partnerships, students can try out the strategy in their grammar notebooks as they choose two of these verbs and write sentences to show the present, past, and future tenses.



Nutmeg

By Mary Hume

One day a squirrel named Nutmeg woke up to another beautiful day in the forest where he lived. Like most days, the sun glowed brightly above the thick green trees. Nutmeg took a deep breath of fresh air and got ready to begin his day.

He went to his favorite oak tree and hunted for fresh acorns. That's when he spotted something unusual. It looked like an ordinary acorn except it glowed like a diamond.

Nutmeg scampered through the woods to see if any of his friends might know something about this rare acorn. He leapt through rough streams, he jumped off high bridges. He solved riddles he was given by a sick snake. Finally, he found his best friend, Wise Owl. "Oh, please help me figure out what this acorn can do!" he begged.



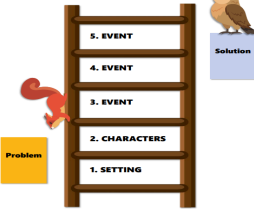
Being wise, the owl took only a moment to answer. "This is a very rare and special acorn," Wise Owl said. "Make an important wish that will not only benefit you, but other animals as well."

So, Nutmeg did just that. He closed his eyes and made his important wish as he held the precious acorn. When he opened his eyes, he saw that his wish had come true. Lions were snuggled with sheep. Turtles and rabbits shared a garden. Every animal he could see was content, happy, and kind. And Nutmeg felt the same way too!

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Writing a Retelling Anchor Chart

Using Five Steps



Students will practice writing a retelling of a story checking for understanding of a text.

Strategy: Polishing an Enchanted Tale

1. Review any notes, lists, or plans you made about final edits.
2. Reread your story. Make any edits you have not already made.
3. Look at each page. Ask yourself: "Is my handwriting legible? Is each sketch clear? Do the drawings and words match?"
4. Rewrite or re-sketch any page that is difficult to see or understand.
5. Think of a title for your story.
6. Create a cover page that includes the title, a drawing, and the name of the author (you), and place it before the first page of your story.

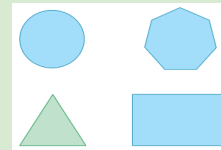
Vowel team syllable type: /oi/

- Build Words
- Read Interactive Text "A Noisy Problem"
- Spelling
- High-Frequency Words
- Inflectional Ending -es, Changing y to i
- Share and Reflect

Continue with Sprint A-B.

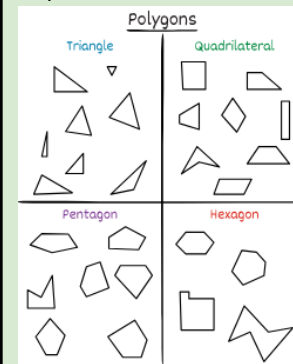
Launch:

Students determine which one of four shapes does not belong to help identify and describe the attributes of a polygon.




Learn:

Classify Polygons Based on their Attributes- Students build and classify triangles, quadrilaterals, pentagons, and hexagons based on their attributes. Teacher creates a Polygon anchor chart based on student responses.



What Am I?- Students classify polygons based on attributes, and draw a variant polygon, to reinforce the understanding that not all similarly classified polygons look the same.

		<p>Strategy: Revising a Previous Draft</p> <ol style="list-style-type: none"> 1. Find a draft you started but didn't finish. 2. Ask yourself: "What strategies can I use to continue working on this tale?" 3. Use the strategies to continue writing. 		<div> <div> I have 3 sides and 3 angles. I am a polygon. What am I? </div> <div> A triangle!  Can you draw a polygon with the same attributes a different way? </div> </div> <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective- Use attributes to identify, build, and describe two-dimensional shapes.</p> <p>Students will complete and turn in Exit Ticket 2 for a formative grade.</p>	
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Wednesday - 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, future). 	<p>Standard(s): ELAGSE2L4 ELAGSE2RI4</p> <p>LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of an unknown word.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use prior knowledge to help determine the meaning of a word or phrase. <input type="checkbox"/> I can think about what is happening in a sentence 	<p>Standard(s): ELAGSE2RL6 ELAGSE2W6 ELAGSE2SL4</p> <p>LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults). I am learning to speak like a presenter and share important facts and details.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use crafts, and 	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read and spell words with vowel teams. 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 identify irregular 	<p>Standard(s): 2.GSR.7.1</p> <p>LT: We are learning to analyze 2-D shapes in our environment.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> - I can identify polygons, triangles, quadrilaterals, pentagons and hexagons. - I can compare and sort shapes based on various attributes. - I understand what angles, vertices, and sides are in a given shape. - I can describe a shape 	<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 Musgrove's life as the
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- ❑ 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 4 Day 18,
TE pages 144-145
Explore: Comparing Simple and Perfect Verb Tense

to help me determine the meaning of a word or phrase.

Lesson/Activity:

Unit 5, Lesson 8,
TE pages 86-89.

Mentor Text:

“Healthful Screen Time,” pages 14–15



puppets to present a writing piece.

- ❑ I can collaborate with others (peers, teachers, and adults) to proofread my writing.
- ❑ I can publish and present my writing to an audience.
- ❑ When I speak, I answer ‘who, what, when, where, how, and why’ to make my story clear.

Lesson/Activity:

Volume 3, Session 26
TE pages 114-117
(2 days to make puppets and rehearse (lesson 26); 2 days to present (lesson 27)

WriteScore; Essay Writing Skills From Start to Finish
Genre Focus
Unit 1 Fictional Narratives
Narrative Retelling A Story

Lesson 2 - Retelling the Beginning

Students will read a story and practice retelling the beginning.

vowel patterns (aw, ow/ou, oy/oi).

- ❑ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- ❑ I can determine how many syllables are in a word.

Suggested Key Terms:

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

Lesson/Activity:

Unit 5 Week 2 Day 8,
TE pages 236-239
Word Study Resource Book, pp. 56–57
My Word Study, Volume 1, p. 43

Practice HFWs: above, began, different, enough, few, grow, they, were, which, why.

based on its attributes (angles, vertices, and sides).

Lesson/Activity:

Lesson 3: Identify, build, and describe right angles and parallel lines.

2D Shapes Song

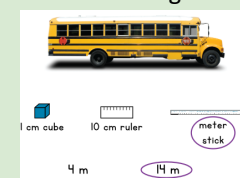
Name the Shape Game

Teacher's Choice for a Holiday activity working with 2-D/3-D shapes.

(lesson prep.- sticky notes, grid paper, spaghetti bags, measurement tools for fluency)

Fluency:

Choral Response- Measurement Tools and Estimates: Students determine which tool is best to measure the length of an object, and then estimate the length.



Repeat with the following:



Show Me Attributes- Students use body

daughter of a Creek Indian mother and English father.

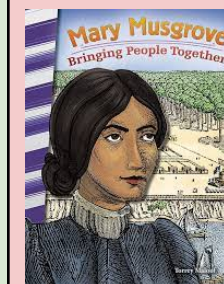
- ❑ I can explain Mary Musgrove's role in the founding of Georgia - as a translator for James Oglethorpe and Tomochichi.

Lesson/Activity:

Introduction - [Georgia State Adventures](#)

Habitats of Georgia

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



Explore

Comparing Simple and Perfect Verb Tenses

Review the sentence sets from Session 16 to which a sentence with a present-perfect verb has been added. Compare the similarities and differences.

Name: _____ Date: _____

Simply Perfect

Set 1

- I walk to school today.
- I walked to school yesterday.
- I will walk to school tomorrow.
- I have walked to school every day this week.

Set 2

- The rabbit dashes across the field.
- The rabbit dashed across the field a few minutes ago.
- The rabbit will dash across the field later today.
- The rabbit has dashed across the field all day.

Discussion or Turn & Talk:
“Why do some verbs have the word “have” or “has”?”
How do these sentences show events that happen at different times?
Why, and when, would you choose each of these verbs?



Abigail's Quest

By Janet Gatto

Every day, Abigail rushes to the end of her long driveway. She heads for the mailbox hoping to find a letter with her name on it. There is never any mail for her. One ordinary day, things change when she sees a large envelope with her name written on it. She carefully opens it.

Inside she finds a letter that looks like a mysterious gaming game. Abigail reads each clue carefully. She can't figure out the hidden message. The letter is signed with three names. Who are these people?

Abigail shows the letter to her mother. With a small grin, her mother tells her it's safe to follow the clues. Abigail sets off on the mysterious adventure.

She follows the first clue to the neighborhood park. At the park, she discovers another hint hidden in a flower garden. The next clue leads her to a local ice cream shop. Abigail is getting more excited and hopeful. Finally, she arrives at a beautiful pavilion. It is filled with balloons and streamers. A huge sign spells out the last clue. It says, "Three names become one when you unscramble the signatures!" Abigail's heart pounds with excitement as she reads the three names at the bottom of the letter: Dan, & Leah. She rearranges them in every which way she can until she gasps – the letters spell out one name: "Alexander!"

Abigail looks up and sees her old friend. She feels a tear drop from her eye. They share a warm hug and jump with joy. The mystery is solved and a new chapter in their old friendship begins.

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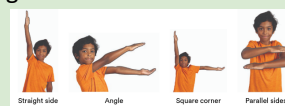
Strategy: Creating a Puppet Show

1. Create puppets for each of your characters using the materials provided.
2. List the order of events in your tale, either across your fingers or on a piece of paper.
3. Use your puppets to act out these events.
4. Practice your puppet show with a partner.

Vowel team syllable type: /oi/

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

movements to show geometric attributes.



Choral Response- Shapes & Attributes: Students identify the number of sides, angles, and name of a two-dimensional shape.



Launch:

Students identify shapes that do not belong based on attributes to reveal differences in length of sides and in angle measures.



Learn:

Identify Right Angles- Students use a sticky note to identify and locate right angles.



Identify Parallel Lines- Students use spaghetti

Did You Know...?


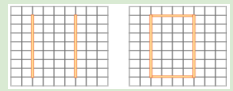
CORRELATES TO STATE AND NATIONAL STANDARDS

Mary Musgrove

Translator and Queen of the Creek
By Carole Marsh



100 READERS #171

				<p>pieces and grid paper to identify and make parallel lines.</p>   <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective- Identify, build, and describe right angles and parallel lines. Students will complete and turn in Exit Ticket 3 for a formative grade.</p>	
--	--	--	--	---	--

Thursday - 2nd & 3rd PTA Performance/Last day to test students for make-up testing will be tomorrow.

<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> <input type="checkbox"/> I can define a verb. <input type="checkbox"/> I can identify a verb.</p>	<p>Standard(s): ELAGSE2RI6</p> <p>LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe. (Author's opinion)</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can distinguish between fact and opinion.</p>	<p>Standard(s): ELAGSE2RL6 ELAGSE2W6 ELAGSE2SL4</p> <p>LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults). I am learning to speak like a presenter and share important facts and details.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4b</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read and spell words with vowel teams. I am learning to read words with common prefixes and suffixes.</p>	<p>Standard(s): 2.GSR.7.1</p> <p>LT: We are learning to analyze 2-D shapes in our environment.</p> <p>SC: <i>I know I am successful when...</i> - I can identify polygons, triangles, quadrilaterals, pentagons and hexagons. - I can compare and sort shapes based on various attributes.</p>	<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>
--	--	--	---	---	--

- ☐ 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 noun

Lesson/Activity:

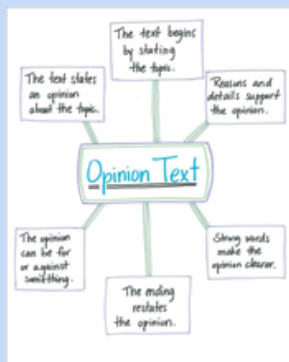
Unit 3 Week 4 Day 19,
TE pages 146-147
Teach: Adding "Have" & "Has"

- ☐ I can describe the author's opinion in a persuasive text.
- ☐ I can identify the reasons that support an author's opinion.
- ☐ I can use the facts from the text to support the author's purpose for writing.

Lesson/Activity:

Unit 5, Lesson 9,
TE pages, 90-93.

Mentor Text:
"Healthful Screen Time," pages 14-15



SC: *I know I am successful when:*

- ☐ I can use crafts, and puppets to present a writing piece.
- ☐ I can collaborate with others (peers, teachers, and adults) to proofread my writing.
- ☐ I can publish and present my writing to an audience.
- ☐ When I speak, I answer 'who, what, when, where, how, and why' to make my story clear.

Lesson/Activity:

Volume 3, Session 26
TE pages 114-117.
(2 days to make puppets and rehearse (lesson 26); 2 days to present (lesson 27)
WriteScore; Essay Writing Skills From Start to Finish
Genre Focus
Unit 1 Fictional Narratives
Narrative Retelling A Story

Lesson 3 - Retelling the Middle

Students will read a story and practice retelling its middle.

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 irregular vowel patterns (aw, ow/ou, oy/oi).
- ☐ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- ☐ I can cover parts of a word to determine the sounds and then blend them together.
- ☐ I can apply letter-sound knowledge to read grade-level text.

Suggested Key Terms:

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 5 Week 2
If needed, combine Days 9 & 10
TE pages 240-243

Word Study Resource Book, pp. 56-57
My Word Study, Volume 1,

- I understand what angles, vertices, and sides are in a given shape.
- I can describe a shape based on its attributes (angles, vertices, and sides).

Lesson/Activity:

Lesson 4: Use attributes to identify, classify, and compose different quadrilaterals.

[2D Shapes Song](#)

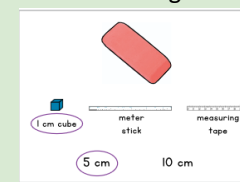
[Name the Shape Game](#)

Teacher's Choice for a Holiday activity working with 2-D/3-D shapes.

(lesson prep.- (copy and cut TE pg. 71-81, spaghetti bags)

Fluency:

Choral Response-
Measurement Tools and Estimates: Students determine which tool is best to measure the length of an object, and then estimate the length.

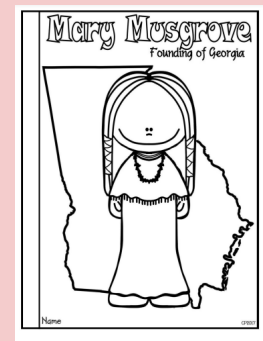


Repeat with the following:

- ☐ I can locate the Savannah River on a map.
- ☐ I can describe Mary 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](#)



Teach

Adding "Have" and "Has"

Explain the purpose and function of the present perfect tense, then show how to make a present-perfect-tense sentence by adding *have* or *has*.

State the Purpose

When you use a variety of verb tenses, you can help readers understand when events happen. Today we are going to talk more about another verb tense, the present-perfect tense.

Teach

Say the strategy, model the strategy, say the strategy again.

Strategy: Use the Present-Perfect in Sentences

1. Think about your action. If it started in the past but continues now, choose this tense.
2. Check the chart to see how to make this tense.
3. Write your sentence.
4. Double-check to make sure you have used the tense correctly.



Present-Perfect Tense

1. Think about your action. If it started in the past but continues now, choose this tense.
2. Use the past tense of the main verb.
3. Add the helping verb "has" or "have" before the main verb.

Examples: *has walked*, *have talked*

Sample Present-Perfect Sentences

My dog **has** **walked** here every day this week.

Nana and I **have** **talked** on the phone for an hour.

helping verb

main verb

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Provide students with the following verbs: **paint**, **clean**, **follow**, **answer**, **look**. In partnerships, ask students to try out the strategy in their grammar notebooks as they choose two of these verbs and write sentences to show the present-perfect tense.



Abigail's Quest

By Janet Gatto

Every day, Abigail rushes to the end of her long driveway. She heads for the mailbox hoping to find a letter with her name on it. There is never any mail for her. One ordinary day, things change when she sees a large envelope with her name written on it. She carefully opens it.

Inside she finds a letter that looks like a mysterious gaming game. Abigail reads each clue carefully. She can't figure out the hidden message. The letter is signed with three names. Who are these people?

Abigail shows the letter to her mother. With a small grin, her mother tells her it's safe to follow the clues. Abigail sets off on the mysterious adventure.

She follows the first clue to the neighborhood park. At the park, she discovers another hint hidden in a flower garden. The next clue leads her to a local ice cream shop. Abigail is getting more excited and hopeful. Finally, she arrives at a beautiful pavilion. It is filled with balloons and streamers. A huge sign spells out the last clue. It says, "Three names become one when you unscramble the signatures!" Abigail's heart pounds with excitement as she reads the three names at the bottom of the letter: Dan, & Leah. She rearranges them in every which way she can until she gasps - the letters spell out one name: "Alexander!"

Abigail looks up and sees her old friend. She feels a tear drop from her eye. They share a warm hug and jump with joy. The mystery is solved and a new chapter in their old friendship begins.

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Strategy: Creating a Puppet Show

1. Create puppets for each of your characters using the materials provided.
2. List the order of events in your tale, either across your fingers or on a piece of paper.
3. Use your puppets to act out these events.
4. Practice your puppet show with a partner.

p. 43

Read HFWs: above, began, different, enough, few, grow, they, were, which, why.

Vowel team syllable type: /oi/

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Satellites" and/or "The Curious Boy"
- Share and Reflect

Review and Assess Vowel team syllable type: /oi/

- Read Accountable Text "Satellites" and/or "The Curious Boy"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words
- Cumulative Assessment

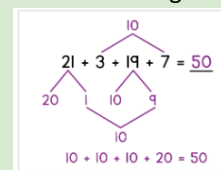


Counting the Math Way by Ones, Tens, and Hundreds- Students construct a number line with their fingers while counting aloud and model compositions.

Count the math way by tens from 0 to 100, bundling 10 tens to make 1 hundred.

Count the math way by hundreds from 0 to 1,000, bundling 10 hundreds to make 1 thousand.

Whiteboard Exchange- Four Addends: Students add four numbers by using place value strategies.



Repeat with the following:


21 + 23 + 11 + 27 = 90 12 + 25 + 38 + 10 = 85 26 + 32 + 11 + 28 = 100

Launch:

Students classify shapes based on common attributes to discover the different types of quadrilaterals. (shape cards-Think/Pair/Share)

Learn:

Name and Identify Quadrilaterals- Students build and draw a variety of quadrilaterals and create a reference page. (use spaghetti and student books)

				<p>Apply Thinking to Describe Quadrilaterals- Students discuss whether a square meets the definition of a variety of quadrilateral types.</p> <p><small>Introduce the Take a Stand routine to the class. Draw students' attention to the signs hanging in the classroom.</small></p>  <p>Gradual release to the Problem Set.</p> <p>Land:</p> <p>Debrief Objective- Use attributes to identify, classify, and compose different quadrilaterals.</p> <p>Students complete and turn in Exit Ticket 4 for a formative grade.</p>	
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Friday - MOY District Testing Complete!

<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 	<p>Standard(s): ELAGSE2RI6</p> <p>LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe. (Author's audience and purpose)</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 intended audience. 	<p>Standard(s): ELAGSE2RL6 ELAGSE2W6 ELAGSE2SL4</p> <p>LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults). I am learning to speak like a presenter and share important facts and details.</p> <p>SC: <i>I know I am successful</i></p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4b</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read and spell words with vowel teams. I am learning to read words with common prefixes and suffixes. I am learning to read</p>	<p>Standard(s): 2.GSR.7.1</p> <p>LT: We are learning to analyze 2-D and 3-D shapes in our environment.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> - I can identify polygons, triangles, quadrilaterals, pentagons and hexagons. - I can compare and sort shapes based on various attributes. - I understand what 	<p>Standard(s): SS2H1 SS2G2 SS2CG3</p> <p>LT: I can explain the resources found in the regions that James Oglethorpe, Tomochichi and Mary Musgrove lived and how they used those resources. I am learning about the positive citizenship traits of James Oglethorpe, Tomochichi, and Mary Musgrove.</p>
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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 4 Day 20,
TE pages 148-149
Reflect: Revisit the Goal

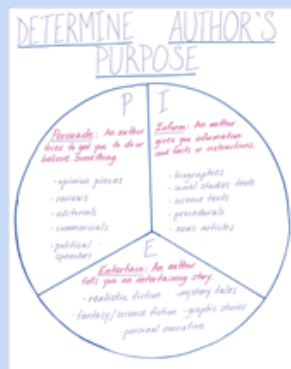
- ❑ I can identify the author's purpose.
- ❑ I can use the facts from the text to recognize what the author is trying to persuade readers to think or do.

Lesson/Activity:

Unit 5, Lesson 10,
TE pages 94-97,
Week 2 Assessment

Mentor Text:

"Healthful Screen Time," pages 14-15



when:

- ❑ I can use crafts, and puppets to present a writing piece.
- ❑ I can collaborate with others (peers, teachers, and adults) to proofread my writing.
- ❑ I can publish and present my writing to an audience.
- ❑ When I speak, I answer 'who, what, when, where, how, and why' to make my story clear.

Lesson/Activity:

Volume 3, Session 27
TE pages 118-121.

Strategy: Performing a Puppet Show

1. Review your tale's order of events.
2. Use your puppets to perform the tale. Refer to your order of events. Try not to read your story word for word.
3. Add sound effects and movements as you perform.
4. Perform your puppet show in front of an audience using a loud, clear voice.

WriteScore; Essay Writing Skills From Start to Finish
Genre Focus
Unit 1 Fictional Narratives
Narrative Retelling A Story

Lesson 4 - Retelling the Ending

Students will read a story and practice retelling its ending.

on-level text orally with accuracy, appropriate speed, and expression.

SC: I know I am successful when:

- ❑ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
- ❑ I can identify the sounds for common vowel teams (ie. oa, ea, ay, ai, ee, ey, oe, ue, ie, ow, ui, etc.)
- ❑ I can cover parts of a word to determine the sounds and then blend them together.
- ❑ I can apply letter-sound knowledge to read grade-level text.

Suggested Key Terms:

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 5 Week 2
If needed, combine Days 9 & 10
TE pages 240-243

Word Study Resource

Book, pp. 56-57

My Word Study, Volume 1, p. 43

angles, vertices, and sides are in a given shape.

-I can describe a shape based on its attributes (angles, vertices, and sides).

Lesson/Activity:

Lesson 5: Relate the square to the cube and use attributes to describe a cube.

[2D Shapes Song](#)

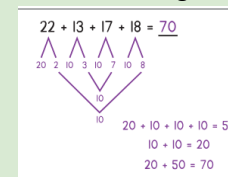
[Name the Shape Game](#)

Teacher's Choice for a Holiday activity working with 2-D/3-D shapes.

(lesson prep.- copy TE pg. 94 on cardstock, rounded toothpicks, mini marshmallows, sticky notes, ruler, quadrilateral drawings)

Fluency:

Whiteboard Exchange-Four Addends: Students add four numbers by using place value strategies.



Repeat with the following:

19 + 26 + 31 + 24 = 100	12 + 15 + 28 + 20 = 75	31 + 37 + 19 + 23 = 110
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Choral Response- Shapes & Attributes: Students use

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

- ❑ I can look at early drawings of the city of Savannah and identify how the resources of the Coastal Plain were used in building the city.
- ❑ I can explain why Mary Musgrove and her husband established their trading post on the Savannah River and how this helped the development of the colony.
- ❑ I can look at early drawings of Fort Frederica and identify how the resources of the Coastal Plain were used to build the fort and the settlement of Frederica.
- ❑ I can give examples of how James Oglethorpe, Tomochichi, & Mary Musgrove demonstrated positive citizenship traits.
- ❑ I can name ways James Oglethorpe, Tomochichi, & Mary Musgrove have been honored for their contributions.

Lesson/Activity:

Introduction - Georgia for Kids Video:

[The State of Georgia](#)

Reflect

Revisit the Goal

Pause and share what we have learned so far and what we still want to know about types of nouns and different verb tenses.

Return to the unit goal and the original guiding questions and reflect on those.

Students: In partnerships, discuss answers to these questions: "What have I learned so far about nouns and verbs? What am I still wondering about?"

What have I learned?

A common noun names any person, place, or thing.
A proper noun names a specific person, place, or thing.
It begins with a capital letter.
A collective noun names a group.
Some verb tenses are present, past, future, and present perfect.
A verb must agree with its subject.

What am I still wondering?

Can there be more than one tense in a sentence?
Should I use all the tenses in my writing?
Can the tense change from one paragraph to another?



Abigail's Quest

By Janet Castillo

Every day, Abigail rushes to the end of her long driveway. She heads for the mailbox hoping to find a letter with her name on it. There is never any mail for her. One ordinary day, things change when she sees a large envelope with her name written on it. She carefully opens it.

Inside she finds a letter that looks like a mysterious guessing game. Abigail reads each clue carefully. The letter is signed with three names. Who are these people?

Abigail shows the letter to her mother. With a small grin, her mother tells her it's safe to follow the clues. Abigail sets off on the mysterious adventure.

She follows the first clue to the neighborhood park. At the park, she discovers another hint hidden in a flower garden. The next clue leads her to a local ice cream shop. Abigail is getting more excited and hopeful. Finally, she arrives at a beautiful pavilion. It is filled with balloons and streamers. A huge sign spells out the last clue. It says, "Three names become one when you unscramble the signatures!" Abigail's heart pounds with excitement as she rereads the three names at the bottom of the letter: Rex, Dan, & Leah. She rearranges them in every which way she can until she gasps – the letters spell out one name, "Alexander!"

Abigail looks up and sees her old friend. She feels a tear drop from her eye. They share a warm hug and jump with joy. The mystery is solved and a new chapter in their old friendship begins.

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Read HFWs: above, began, different, enough, few, grow, they, were, which, why.

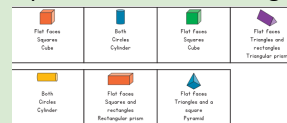
Vowel team syllable type: /oi/

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Satellites" and/or "The Curious Boy"
- Share and Reflect

Review and Assess Vowel team syllable type: /oi/

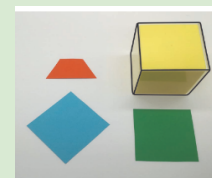
- Read Accountable Text "Satellites" and/or "The Curious Boy"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words
- Cumulative Assessment

the number and shape of the faces to identify a solid shape. Start with the image of a cone, then repeat with the following:



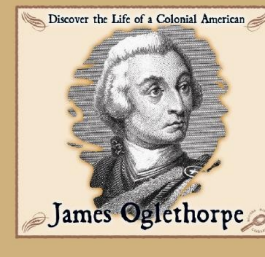
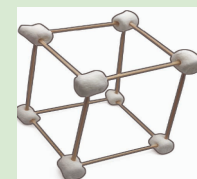
Launch:

Students compare quadrilaterals to a cube to initiate discussion about the attributes of a cube. Think-Pair-Share:



Learn:

Construct a Cube- Students use a square to compose a cube and determine its attributes. (use teacher net-created cube, sticky notes, marshmallows and toothpicks)



Founding of Georgia Sort

Provide students with the [Founding of Georgia Timeline](#) or have students create their own timeline for the founding of Georgia.

Students will order the events of the founding of Georgia, explain how James Oglethorpe was a good leader, and explain how his/her life is different from their lives.

Timeline:

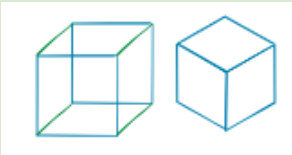
James Oglethorpe and other English settlers sailed to America.	King George gave James Oglethorpe a charter that start an English colony.	Mary Musgrove helped James Oglethorpe and Tomochichi communicate.	Tomochichi and James Oglethorpe agreed that everyone would live in peace.	James Oglethorpe wanted to settle on land that belonged to the Creek Indians.
James Oglethorpe and other English settlers sailed to America.	King George gave James Oglethorpe a charter that start an English colony.	Mary Musgrove helped James Oglethorpe and Tomochichi communicate.	Tomochichi and James Oglethorpe agreed that everyone would live in peace.	James Oglethorpe wanted to settle on land that belonged to the Creek Indians.

(GA Regions & Resources) Southern Colonies

Georgia's Geography

Georgia State Adventures

Unit 4 Founding of

				<p>Draw a Cube- Students draw a cube to reinforce the understanding that squares compose a cube.</p>  <p>Gradual release to the Problem Set.</p> <p>Land: Debrief Objective- Relate the square to the cube and use attributes to describe a cube.</p> <p>Students will complete and turn in Topic Ticket A for a summative grade.</p>	<p>Georgia & Georgia Today</p> <p>Students will continue to work to further read, research, observe, discuss, analyze, compare, and explain the events, livelihood, and role each historical figure played in the founding of Georgia.</p> <p><u>Inspire:</u> <u>Review - Muscogee Creek Cherokee & Me</u></p>
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