

Carrie Waters' Week of: December 16-20, 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 5 Lessons 21-23 Transfer, Explore, Share, & Pair Sentence Writing Variety of Tenses & Nouns Holiday Writing	READING Unit 5 Week 3 Lessons 11-15 Technology & Invention Unit 5 Assessment	WRITING WriteScore Text-Based Narrative Writing Complete <i>Young Georgia Authors 2 Writing Samples Due!</i>	PHONICS Unit 5 Week 3 Lessons 11-15 Vowel Team Syllables Vowel Teams - OU/OW Technology & Invention	MATH Module 3: Begin Topic B Lesson(s) 6-9 Composite Shapes and Fraction Concepts Lesson 10 - Topic C Halves, Thirds, and Fourths of Circles and Rectangles	SOCIAL STUDIES Cultural Celebrations Holidays Around the World Research Projects
Monday -					
<p>Standard(s): ELAGSE2SL6 ELAGSE2L3</p> <p>LT: I am learning to produce complete sentences to provide detail or clarification when someone asks me a question. I am learning to compare formal and informal ways that people speak English.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can distinguish between complete and incomplete sentences. <input type="checkbox"/> I can compare formal and informal uses of English. <input type="checkbox"/> I can use correct grammar. <input type="checkbox"/> I can use complete sentences to make my message clear.</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.</p> <p>SC: <i>I know I am successful when:</i> <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 organizational pattern of cause and effect in an informational text. <input type="checkbox"/> I can discuss how the use of cause/effect text structure contributes to the author's purpose.</p> <p>Lesson/Activity: Unit 5, Lesson 11,</p>	<p>Standard(s): ELAGSE2W3 ELAGSE2W7</p> <p>LT: I am learning to write narratives telling what happened in order. I am learning to include details to describe actions, thoughts, and feelings in my narrative writing. I am learning to collaborate with others (peers) to produce a report or record notes about a science investigation after reading multiple texts on the same topic.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use organizational structures (beginning, middle, end, and sequence of events). <input type="checkbox"/> I can develop</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</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 recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when:</i> <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.) <input type="checkbox"/> I can read words containing irregular vowel patterns.</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> -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> <p>Lesson/Activity: Lesson 6: Recognize that a whole polygon can be decomposed into smaller</p>	<p>Standard(s): ELAGSE2W7</p> <p>LT: I am learning to collaborate with others (peers) to produce a report or record notes about a topic or investigation after reading multiple texts on the same topic.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic. <input type="checkbox"/> I can ask myself questions about what I already know pertaining to a shared project. <input type="checkbox"/> I can generate my own ideas about a shared project. <input type="checkbox"/> I can share my ideas</p>

- ☐ I can identify the appropriate times to use formal and informal English.
- ☐ I can adjust my use of formal and informal English for purpose, audience, and environment.

Lesson/Activity:

Unit 3 Week 5 Day 21,
TE pages 150-151
Transfer - Introduction to
Week 5 Explore: Shared
Writing - Nouns, Verbs,
and Tenses

Explore

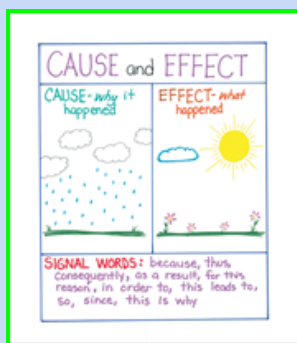
Shared Writing: Nouns, Verbs, and Tenses

Using a shared topic,
write a few sentences
trying out different
types of nouns, verbs,
and verb tenses
explored in the unit.

Optional: Example

Holiday Writing
Use these [plans](#) and the
[Diary of... Winter Writing](#)
[Unit](#) for details.

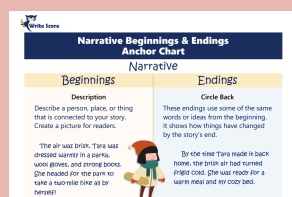
TE pages 98-101.



characters through
thoughts and feelings.
☐ I can collaborate with
others to develop new
ideas about a shared
project.

Lesson/Activity:

Writing a Text-Based
Narrative Story - Topic:
[Reindeer, Caribou, Elk,](#)
[Penguin, Snowflake, or](#)
[another Teacher's Choice](#)



White Score

Planning My Narrative Writing

Title: _____ Author: _____

Characters	Setting	Problem	Solution		
Beginning	<input type="checkbox"/> Attention Getter <input type="checkbox"/> Introduce characters <input type="checkbox"/> Describe the setting <input type="checkbox"/> Introduce the problem	Middle	<input type="checkbox"/> Describe what happened <input type="checkbox"/> Add details <input type="checkbox"/> Describe actions, thoughts, and feelings <input type="checkbox"/> Use order words (first, next, then, last)	Ending	<input type="checkbox"/> Describe what happens to the characters <input type="checkbox"/> Explain the solution to the problem <input type="checkbox"/> Add a reflection sentence or closure

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Students will practice
writing a text-based
narrative using details
from a short informational

- ☐ I can spell words
containing irregular vowel
patterns.

Suggested Key Terms:

word analysis, decode,
long vowel, short vowel,
spelling, sound, phonics,
HFW, compound word
common, spelling-sound
correspondences,
irregular, spelling patterns,
inconsistent

Lesson/Activity:

Unit 5 Week 3 Day 11,
TE pages 244-247
Vowel Teams - OU/OW

Word Study Resource
Book, pp. 58

My Word Study, Volume 1,
p. 44

Read HFWs: *follow, girl,*
head, idea, kind, leave,
might, next, often, paper.

**Vowel team syllable
type: /ou/**

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

parts and the parts can be
composed to make a
whole. (Students will need
a yellow, red, green, and
blue crayon, consider
tearing out the Polygons
Recording Sheet from
student books)

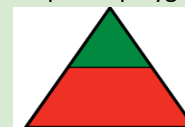
Fluency:

Sprint-Two, Three, or Four
Addends: Students add up
to four numbers by using
place value strategies.

1.	$7 + 3$	10
2.	$7 + 3 + 10$	20
3.	$7 + 3 + 10 + 4$	24

Complete Sprints A & B.

Choral Response-Name
the Shapes: Students
name the polygons used
to compose a larger
polygon, and then name
the composed polygon.



Repeat with the following:



Launch:

Students reason about
shapes in a piece of
artwork. (Art Connection)

about a project.

- ☐ I can collaborate with
others to develop new
ideas about a shared
project.

Lesson/Activity:

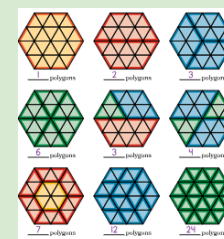
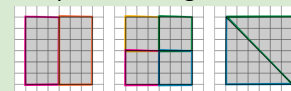
Intro: [Christmas Around](#)
[the World Song](#)
Read: [Joy to the World!](#)
[Christmas Around the](#)
[Globe](#)

Task: Teacher's Choice

passage to plan and write
a brief story.

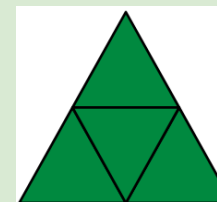



Learn:
Polygon Decompositions:
Students discover that
many polygons can
compose a hexagon.



Gradual release to the
Problem Set.

Land:
Debrief Objective-
Recognize that a whole
polygon can be
decomposed into smaller
parts and the parts can be
composed to make a
whole.



				Students will complete and turn in the Exit Ticket for a formative grade.	
Tuesday - School-Wide PBIS Celebration during Specials					
<p>Standard(s): ELAGSE2L1a-d, f ELAGSE2W5 ELAGSE2SL1</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and use verbs 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> <input type="checkbox"/> I can use frequently occurring irregular plural nouns. <input type="checkbox"/> I can use collective nouns (e.g. group) <input type="checkbox"/> I can distinguish between different tenses of verbs (past, present, future). <input type="checkbox"/> I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with</p>	<p>Standard(s): ELAGSE2L4</p> <p>LT: I am learning to figure out the meaning of a word when a common affix is added. (un, re)</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify root words. <input type="checkbox"/> I can identify common prefixes and suffixes and their meanings. <input type="checkbox"/> I can break a word apart to find the meaning of an unknown word.</p> <p>Lesson/Activity: Unit 5, Lesson 12, TE pages 102-105.</p> 	<p>Standard(s): ELAGSE2W3 ELAGSE2W7</p> <p>LT: I am learning to write narratives telling what happened in order. I am learning to include details to describe actions, thoughts, and feelings in my narrative writing.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use organizational structures (beginning, middle, end, and sequence of events). <input type="checkbox"/> I can develop characters through thoughts and feelings.</p> <p>Lesson/Activity: Writing a Text-Based Narrative Story - Topic: Reindeer, Caribou, Penguin, Elf, Snowflake, or another Teacher's Choice</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</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 recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when:</i> <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.) <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can spell words containing irregular vowel patterns.</p> <p><u>Suggested Key Terms:</u> word analysis, decode, long vowel, short vowel,</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> - 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> <p>Lesson/Activity: Lesson 7: Combine shapes to create a composite shape and create a new shape from composite shapes. (Put together bags for each student containing 1 trapezoid, 1 hexagon, 1 rhombus, and 4 triangles; 1 envelope per student to store tangram pieces)</p>	<p>Standard(s): ELAGSE2W7</p> <p>LT: I am learning to collaborate with others (peers) to produce a report or record notes about a topic or investigation after reading multiple texts on the same topic.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic. <input type="checkbox"/> I can ask myself questions about what I already know pertaining to a shared project. <input type="checkbox"/> I can generate my own ideas about a shared project. <input type="checkbox"/> I can share my ideas about a project. <input type="checkbox"/> I can collaborate with others to develop new ideas about a shared project.</p> <p>Lesson/Activity: Intro: Sesame Street</p>

care, speaking one at a time, etc.).
 □ I can maintain a focus on a particular topic or text.

Lesson/Activity:
 Unit 3 Week 5 Day 21,
 continued
 TE pages 150-151
 Transfer - Week 5 Explore:
 Shared Writing - Nouns,
 Verbs, and Tenses

Explore

Shared Writing: Nouns, Verbs, and Tenses

Using a shared topic,
 write a few sentences
 trying out different
 types of nouns, verbs,
 and verb tenses
 explored in the unit.

Snowflakes

Snowflakes danced. My little brother shouted.
 "Ahmed will get my snowsuit!" We went to King
 Park. Our family has started a fun winter!

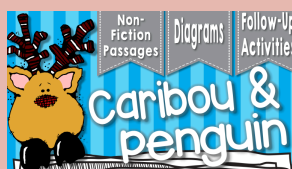
Example Shared Writing

Pushy Minutes

Shared writing is the opportunity for students to "pushy" write to other words they will use and think for a partner what they would write down. As teachers, we listen in and choose not what the words the student pushes in the writing experience, write that down as students are talking, and then gather the group back to see what was chosen. Sometimes we encourage the writing of it by adding some of our own ideas in order to make the writing as strong as it can be.

Choose a topic for
 students to consider, share
 ideas for sentences, and

Narrative Beginnings & Endings Anchor Chart	
Beginnings	Endings
Description Describe a person, place, or thing that is connected to your story. Create a picture for readers.	Circle Back These endings use some of the same words or ideas from the beginning. It shows how things have changed by the story end.
"The air was brisk. Tina was dressed warmer in a parka, wool gloves, and snow boots. She headed for the park to visit a friend (one day as for herself)."	So the new Tina made it back home, the brisk air had warmed (right coat). She was ready for a warm meal and her cozy bed.



Planning My Narrative Writing			
Title: _____	Author: _____		
Characters	Setting	Problem	Solution
Beginning <input type="checkbox"/> Attention Getter <input type="checkbox"/> Introduce characters <input type="checkbox"/> Describe the setting <input type="checkbox"/> Introduce the problem		Middle <input type="checkbox"/> Describe what happened <input type="checkbox"/> Add details <input type="checkbox"/> Describe actions, thoughts, and feelings <input type="checkbox"/> Use order words (first, next, then, last)	
Ending <input type="checkbox"/> Describe what happens to the characters <input type="checkbox"/> Explain the solution to the problem <input type="checkbox"/> Add a reflection sentence or closure			

Students will practice
 writing a text-based
 narrative using details
 from a short informational
 passage to plan and write
 a brief story.

one syllable, spelling,
 sound, common, HFW,
 spelling-sound
 correspondences,
 irregular, spelling patterns,
 inconsistent, choral-
 reading

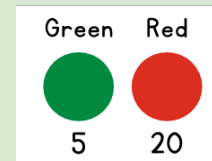
Lesson/Activity:
 Unit 5 Week 3 Day 12,
 TE pages 248-251
 Vowel Teams - OU/OW

Word Study Resource
 Book, pp. 59
 My Word Study, Volume 1,
 p. 45

Read HFWs: *follow, girl, head, idea, kind, leave, might, next, often, paper.*

**Vowel team syllable
 type: /ou/**
 • Build Words
 • Read Interactive Text
 "Keeping Food Cold"
 • Spelling
 • High-Frequency Words
 • Share and Reflect

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



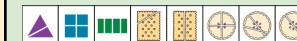
Repeat with the following:



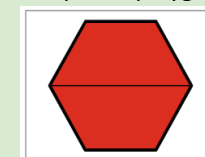
Choral Response: Equal or
 Not Equal Shares-
 Students determine
 whether a polygon or
 object is partitioned into
 equal shares and say the
 number of equal shares.



Repeat with the following:



Choral Response: Name
 the Shapes- Students
 name the polygons used
 to compose a larger
 polygon, and then name
 the composed polygon.



Repeat with the following:

Happy Hanukkah
 Read: ABC Hanukkah Hunt
 and/or
 Hanukkah
 Lesson/Activity:
 Holidays around the world
 "Israel"

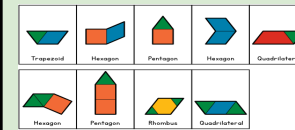


include a variety of tenses and types of nouns.

Students may work to develop a topic and sentence ideas in partnerships and small groups.

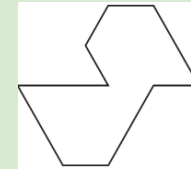
Teachers will circulate and check for accuracy before any sentences are shared.

Optional: Example
Holiday Writing
Use these [plans](#) and the
[Diary of... Winter Writing](#)
[Unit](#) for details.

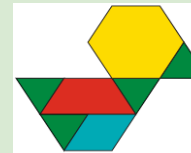


Launch:

Students compose multiple polygons to make a composite shape.

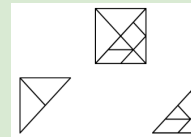


Use all your pattern blocks to create this shape
Think-Pair-Share. Here is the solution:

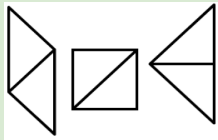


Learn:

Decompose Composite Shapes-Students decompose a square into multiple polygons to build understanding that whole shapes can be broken into many smaller shapes.



Compose Composite Shapes-Students combine polygons from a decomposed square to create new, composite polygons.

				 <p>Gradual release to the Problem Set.</p> <p>Land: Debrief objective-Combine shapes to create a composite shape and create a new shape from composite shapes.</p> <p>Students complete and turn in the Exit Ticket for a formative grade</p>	
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Wednesday - Young Georgia Author's Writing Due!

<p>Standard(s): ELAGSE2L1a-d, f ELAGSE2W5 ELAGSE2SL1</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and use verbs 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>Standard(s): ELAGSE2RI2</p> <p>LT: I am learning to identify the main topic (main idea) and the focus of each paragraph in a text.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify important facts in a paragraph. <input type="checkbox"/> I can gather important facts to identify the main topic and focus of a paragraph. <input type="checkbox"/> I can gather important facts (ideas, details, and</p>	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write narratives telling what happened in order. I am learning to include details to describe actions, thoughts, and feelings in my narrative writing.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can determine what kind of story I want to tell (real or made up). <input type="checkbox"/> I can develop characters through thoughts and feelings</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</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 recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify irregular vowel patterns (aw,</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> -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.</p>	<p>Standard(s): ELAGSE2W7</p> <p>LT: I am learning to collaborate with others (peers) to produce a report or record notes about a topic or investigation after reading multiple texts on the same topic.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic.</p>
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SC: *I know I am successful when:*

- ☐ I can use frequently occurring irregular plural nouns.
- ☐ I can use collective nouns (e.g. group)
- ☐ I can distinguish between different tenses of verbs (past, present, future).
- ☐ I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.).
- ☐ I can maintain a focus on a particular topic or text.

Lesson/Activity:

Unit 3 Week 5 Day 22

TE pages 152-153

Transfer - Week 5 Explore:
Paired Writing: Writing
Different Nouns, Verbs,
and Tenses

Explore

**Paired Writing:
Writing Different
Nouns, Verbs, and
Tenses**

Partnerships decide on a topic and write sentences with different nouns, verbs, and verb tenses.

events) from many (multiple) paragraphs to identify the main topic.

Lesson/Activity:

Unit 5, Lesson 13,
TE pages 106-109.

Identify the Central Idea

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

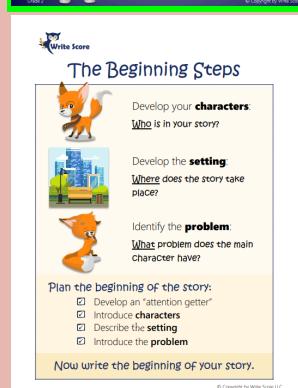
☐ I can develop characters and settings using sensory details (descriptive adjectives and strong verbs).

☐ I can use organizational structures (beginning, middle, end, and sequence of events).

☐ I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events.

Lesson/Activity:

WriteScore: Writing a
Text-Based Narrative Story
Part 1 - Beginning - Writing
a Narrative Story



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 read words containing irregular vowel patterns.

☐ I can spell words containing irregular vowel patterns.

Suggested Key Terms:

word analysis, decode, long vowel, short vowel, spelling, sound, phonics, HFW, whisper read, choral read, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:

Unit 5 Week 3 Day 13,
TE pages 252-255

Vowel Teams - OU/OW

Word Study Resource

Book, pp. 60-61

My Word Study, Volume 1,
p. 46

Practice HFWs: *follow, girl, head, idea, kind, leave, might, next, often, paper.*

- I can recognize that there may be different shapes within the whole shape.

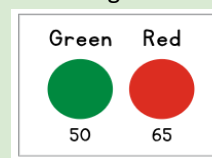
Lesson/Activity:

Lesson 8-Create composite shapes by using equal parts and name them as halves, thirds, and fourths.

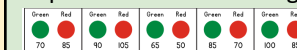
(Put together bags for each student containing 2 trapezoids, 1 hexagon, 1 rhombus, 3 equilateral triangles, and 4 squares; tangram envelopes)

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.



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

Choral Response: Equal or Not Equal Shares-Students

☐ I can ask myself questions about what I already know pertaining to a shared project.

☐ I can generate my own ideas about a shared project.

☐ I can share my ideas about a project.

☐ I can collaborate with others to develop new ideas about a shared project.

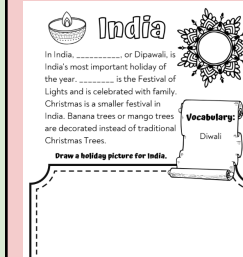
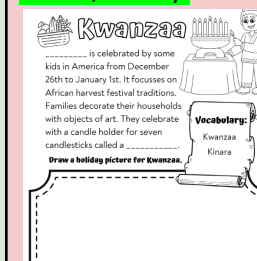
Lesson/Activity:

Intro: What is Kwanzaa, Hanukkah, and Diwali

Read: Holidays: Kwanzaa

Holidays: Diwali

Lesson/Activity:





Offer partnerships a choice of three topics to write about. Each partner may develop sentences and then share them with the other partner as they explore the verb tenses and types of nouns in each other's sentences.

Students choose one, or a self-chosen topic. Students then write sentences with a variety of tenses and types of nouns.

Optional: Example
[Holiday Writing](#)
 Use these [plans](#) and the [Diary of... Winter Writing Unit](#) for details.

Planning My Narrative Writing

Title: _____ Author: _____

Characters	Setting	Problem	Solution
Beginning <input type="checkbox"/> Attention Getter <input type="checkbox"/> Introduce characters <input type="checkbox"/> Describe the setting <input type="checkbox"/> Introduce the problem			
Middle <input type="checkbox"/> Describe what happened <input type="checkbox"/> Add details <input type="checkbox"/> Describe actions, thoughts, and feelings <input type="checkbox"/> Use order words (first, next, then, last)			
Ending <input type="checkbox"/> Describe what happens to the characters <input type="checkbox"/> Explain the solution to the problem <input type="checkbox"/> Add a reflection sentence or closure			

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Students will practice writing a text-based narrative using details from a short informational passage to plan and write a brief story.

Vowel team syllable type: /ou/

- Read Accountable Text "Music for Joy"
- Spelling
- High-Frequency Words
- Share and Reflect

determine if a polygon or object is partitioned into equal shares and the number of equal shares.



Repeat with the following:



Launch:

Students reason about decomposing a square into smaller shapes.

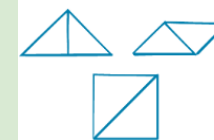
Sam says she has 1 square. Lin says Sam has 2 triangles. Who is right? How do you know?



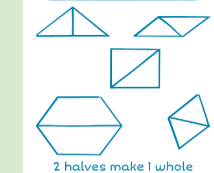
Learn:

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

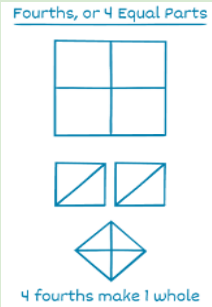
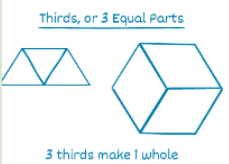
Halves, or 2 Equal Parts

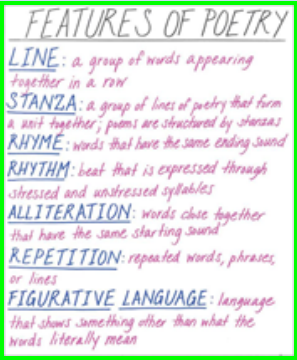



Halves, or 2 Equal Parts



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

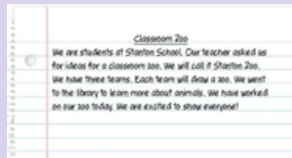
				<div><p><u>Fourths, or 4 Equal Parts</u></p><p>4 fourths make 1 whole</p><p>Compose Shapes to Show Thirds-Students compose three polygons to show thirds.</p><p><u>Thirds, or 3 Equal Parts</u></p><p>3 thirds make 1 whole</p><p>Gradual release to the Problem Set.</p><p>Land:</p><p>Debrief objective-Create composite shapes by using equal parts and name them as halves, thirds, and fourths. Facilitate discussion:</p><div><p>A <table data-bbox="1425 1104 1640 1153"><tr><td></td><td></td><td></td></tr></table></p><p>B <table data-bbox="1425 1172 1640 1221"><tr><td></td><td></td></tr></table></p><p>C <table data-bbox="1425 1240 1640 1289"><tr><td></td><td></td><td></td><td></td></tr></table></p></div><p>Students complete and turn in the Exit Ticket as a formative grade.</p></div>										

<p>Standard(s): ELAGSE2L1a-d, f ELAGSE2W5a</p> <p>LT: I am learning to focus on a topic in my writing. I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and use verbs when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use frequently occurring irregular plural nouns. <input type="checkbox"/> I can use collective nouns (e.g. group) <input type="checkbox"/> I can distinguish between different tenses of verbs (past, present, future). <input type="checkbox"/> I will identify a clear topic (not too broad or too narrow). <input type="checkbox"/> I will write text of a length appropriate to address the topic.</p> <p>Lesson/Activity: Unit 3 Week 5 Day 23, TE pages 154-155 Transfer - Week 5 Explore: Try Out Some Sentences</p>	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify words or phrases that repeat or rhyme. <input type="checkbox"/> I can participate in discussions about rhyme, rhythm, alliteration, and repetition.</p> <p>Lesson/Activity: Unit 5, Lesson 14, TE pages 110-113</p> 	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to include details to describe actions, thoughts, and feelings in my narrative writing.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can develop characters through thoughts and feelings. <input type="checkbox"/> I can add details that describe people's actions or the setting.</p> <p>Lesson/Activity: WriteScore: Writing a Text-Based Narrative Story Part 2 - Middle - Writing a Narrative Story</p> 	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to recognize and read grade-appropriate irregularly spelled words. I am learning to use words in a sentence to help me understand or self-correct words I do not know. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify irregular vowel patterns (aw, ow/ou, oy/oi). <input type="checkbox"/> I can apply letter-sound knowledge to decode words. <input type="checkbox"/> I can read words containing irregular vowel patterns. <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</p> <p><u>Suggested Key Terms:</u> word analysis, decode, long vowel, short vowel, spelling, sound, phonics, HFW, whisper read, choral read, fluency, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent</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> -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> <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): ELAGSE2SL1</p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups. I am learning to retell key ideas about things I hear and see.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.). <input type="checkbox"/> I can be an active listener focusing on the presenter (adult/media) during a presentation. <input type="checkbox"/> I can pay attention to the information given during a presentation. <input type="checkbox"/> I can remember and retell key ideas or details from information presented aloud.</p> <p>Lesson/Activity: Christmas Around the World Research & Rotations Grade Level Rotation Schedule</p>
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Explore

Try Out Some Sentences

Individual students choose a topic and try out sentences that include the types of nouns, verbs, and verb tenses they learned about in the unit.



Students will choose a topic or quickly come up with their own. Students will think about the topic and independently write sentences, making sure to include a variety of tenses and types of nouns.

Optional: Example
Holiday Writing
Use these [plans](#) and the [Diary of... Winter Writing Unit](#) for details.

Planning My Narrative Writing

Title: _____ Author: _____

Characters	Setting	Problem	Solution
Beginning <input type="checkbox"/> Attention Getter <input type="checkbox"/> Introduce characters <input type="checkbox"/> Describe the setting <input type="checkbox"/> Introduce the problem			
Middle <input type="checkbox"/> Describe what happened <input type="checkbox"/> Add details <input type="checkbox"/> Describe actions, thoughts, and feelings <input type="checkbox"/> Use order words (first, next, then, last)			
Ending <input type="checkbox"/> Describe what happens to the characters <input type="checkbox"/> Explain the solution to the problem <input type="checkbox"/> Add a reflection sentence or closure			

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Students will practice writing a text-based narrative using details from a short informational passage to plan and write a brief story.

Lesson/Activity:

Unit 5 Week 3 Day 14,
TE pages 256-257

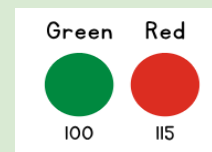
Vowel Teams - OU/OW

Word Study Resource
Book, pp. 60-61
My Word Study, Volume 1,
p. 46

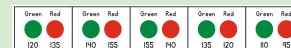
Read HFWs: *follow, girl, head, idea, kind, leave, might, next, often, paper.*

Vowel team syllable type: /ou/

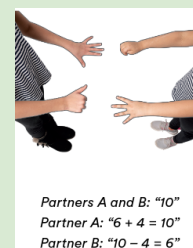
- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Music for Joy" and/or "Robots"
- Share and Reflect



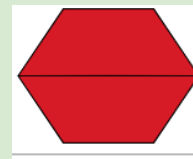
Repeat with the following:



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 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

TBD

Country Assignments

Waters - Japan
Shytle - Italy
Scott -
Graham -
Rowell -
Flowers -

Optional:
ESL Activity #16
Activity #16 VL

Let's Travel!

There are many ways to travel.

1. Look through the newspaper for different kinds of transportation.
2. Cut out these words or pictures and paste them on a poster board.
3. Classify them on a sheet of paper according to the following categories:

[By Air](#), [By Land](#), [By Sea](#)

scenario:

Jungle Gym	Grass
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Learn:

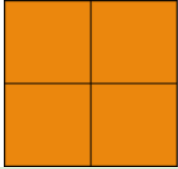


Show Half of the Whole-Students cover 1 half of a polygon by using different combinations of smaller polygons.



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 - PBIS House Assembly & Unify Due!

<p>Standard(s): ELAGSE2L1a-d, f ELAGSE2W5a</p> <p>LT: I am learning to focus on a topic in my writing. I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and</p>	<p>Standard(s): ELAGSE2SL1</p> <p>LT: I am learning to participate in collaborative conversations about second grade topics.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can listen to and share</p>	<p>Standard(s): ELAGSE2W3</p> <p>LT: I am learning to write an ending.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can determine an ending to my narrative writing.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</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 recognize and read grade-</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> - I can partition a circle or</p>	<p>Standard(s): ELAGSE2RI5 SS2E2 ELAGSE2SL2</p> <p>LT: I am learning to identify and use text features to locate helpful parts (key facts or information) in a text. I am learning about ways goods and services are</p>
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use verbs when speaking or writing.

SC: *I know I am successful when:*

- ☐ I can use frequently occurring irregular plural nouns.
- ☐ I can use collective nouns (e.g. group)
- ☐ I can distinguish between different tenses of verbs (past, present, future).
- ☐ I will identify a clear topic (not too broad or too narrow).
- ☐ I will write text of a length appropriate to address the topic.

Lesson/Activity:

Holiday Writing
Use these plans and the Diary of... Winter Writing Unit for details.

ideas.

- ☐ I can support and build ideas with evidence from the text.
- ☐ I can ask questions to clarify understanding.

Lesson/Activity:

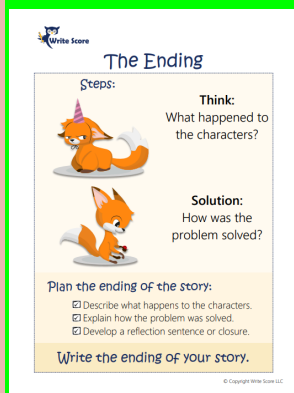
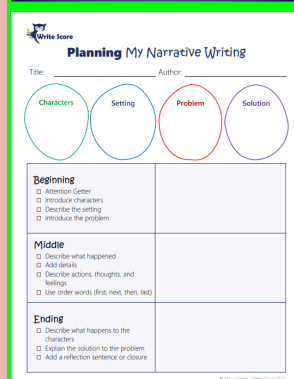
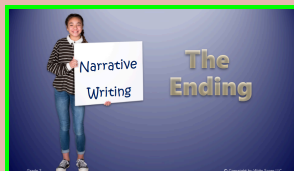
Unit 5, Lesson 15,
TE pages 114-117,
Unit 5 Assessment



- ☐ I can provide a closing statement.

Lesson/Activity:

WriteScore: Writing a
Text-Based Narrative Story
Part 3 - Ending - Writing a
Narrative Story



Students will practice writing a text-based narrative using details

appropriate irregularly spelled words.

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

Suggested Key Terms:

word analysis, decode, long vowel, short vowel, spelling, sound, phonics, HFW, fluency, compound word, accuracy, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:

Unit 5 Week 3 Day 15,
TE pages 258-259
Review & Assess

Word Study Resource Book, pp. 60-61
My Word Study, Volume 1, p. 46

Read HFWs: *follow, girl, head, idea, kind, leave,*

rectangle into 2, 3, or 4 equal shares.

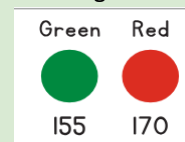
- I can identify equal-sized parts of a circle or rectangle as halves, thirds, or fourths.
- I can describe equal-sized parts of a circle or rectangle as halves, thirds, or fourths.
- I can recognize that there may be different shapes within the whole shape.

Lesson/Activity:

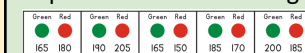
Lesson 10: Partition circles and rectangles into equal parts and describe those parts as halves. (Tear out the circle pattern from student books, white paper, crayons, scissors)

Fluency:

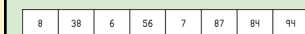
Green Light, Red Light-Students count by fives from a given number.



Repeat with the following:



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



allocated.

I am learning to retell key ideas about things I hear and see.

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

- ☐ I can identify text features and their purposes.
- ☐ I can use captions to help me understand pictures and words on a page.
- ☐ I can recognize that words in bold highlight key ideas and concepts.
- ☐ I can use text features to preview text and to locate information quickly.
- ☐ I can explain and give an example of price to allocate goods and services.
- ☐ I can explain and give an example of personal characteristics to allocate goods and services.
- ☐ I can be an active listener focusing on the presenter (adult/media) during a presentation.
- ☐ I can pay attention to the information given during a presentation.
- ☐ I can remember and retell key ideas or details from information presented aloud.

Lesson/Activity:

Christmas Around the

from a short informational passage to plan and write a brief story.

might, next, often, paper.

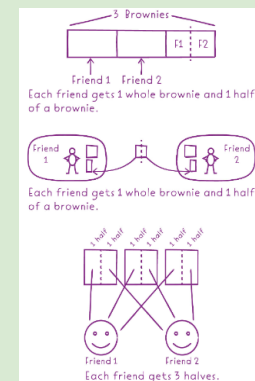
**Review and Assess
Vowel team syllable
type: /ou/**

- Read Accountable Text "Music for Joy" and/or "Robots"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

Cumulative Assessment

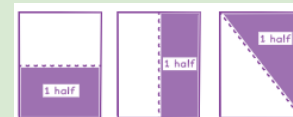
Launch:

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.

**World Research
Continued... Or
Economics**

Finish Kwanzaa, Diwali
Tasks & Ornaments.

ESL Activity #40 VWL
Let's Travel Far Away
Traveling to far away
places is fun.

1. Look through the newspaper and see if you can find three (3) countries in the world you would like to visit.
2. Write down the names of these countries.
3. Can you answer these questions? Answer in complete sentences.
 - a. What language do they speak?
 - b. What is the climate like?
 - c. How do people dress?
 - d. What continent is this country in?

Students may share their findings to close out our Christmas Around the World Research Project.

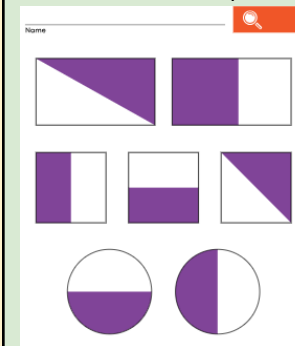
Or ESL Activity #43 VWL

Buying a Present

1. Pretend you have to buy a present for a family member.
Look in the newspaper and cut out a picture or ad of something a family member would like.



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.

2. Answer these questions
in complete sentences.

- Who is the present for?
- What is it?
- How much does it cost?
- Where can you buy it?