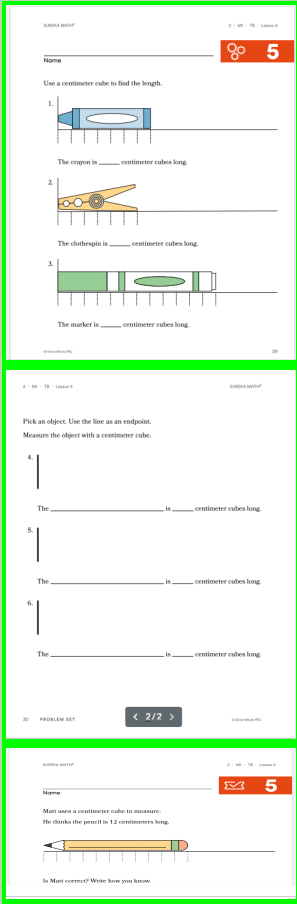


Carrie Waters' Week of: August 19-23, 2024 - Whole Group Lesson Plans

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

GRAMMAR Launch Lessons 5-9 Designing Sentences	READING Launch Lesson 6 (Continue Lesson 6) Unit 1 Habitats Lessons 1-4	WRITING Mini-Lessons 5-9 Independent Writing & Feedback	PHONICS Mini-Lessons 8-12 Long Vowels	MATH Module 1 Lessons 5-8 Metric Measurement and Concepts About the Ruler	Social Studies Our Georgia Rules & Laws Elected Officials
Monday - Continue/Complete MAP Reading Fluency (Adaptive Oral Reading)					
<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I will know I am successful when...</i> I can expand sentences by adding details, combining, or revising sentences.</p> <p>Lesson/Activity: Reflect Lesson 5 TE Pgs.10-11</p> <p>Shared Writing: Review noticing and questions jotted down and write new questions. Students look for different types of sentences in their reading and meet with other partnerships to generate questions to support meeting the unit's goals.</p>	<p>Standard(s): ELAGSE2RL3 ELAGSE2RL1</p> <p>LT: I am learning to identify and describe the characters in a story.</p> <p>SC: <i>I will know I am successful when...</i> I can think about how the character acts and feels. I can think about what a character says and does. I can describe the character and explain why I think that way.</p> <p>Lesson Activity: Launch Lesson 6, pg. 154 Continue lesson if needed due to testing.</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to admire other types of writing.</p> <p>SC: <i>I will know I am successful when...</i> I can look at different types of writing and explain why it is special and beneficial.</p> <p>Lesson/Activity: Kickoff Session 5, Parts 1 & 2, TE Pgs. 60-62.</p> <p>Strategy: Following the Writing Process</p> <ol style="list-style-type: none"> 1. Think of step 1. 2. Sketch a reminder for step 1. 3. Think of step 2, sketch a reminder for step 2..., etc. 	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to identify words with digraphs.</p> <p>SC: <i>I will know I am successful when...</i> I know that a digraph is two letters that make one sound. I know the sounds for th, and wh.</p> <p>Lesson/Activity: Mini-lesson 8, TE Pgs.48-51.</p> <p>Spelling-Sound Correspondences: Consonant Digraphs (th, wh) Blend Words High-Frequency Words: of, from Read the Text: Decode Connect to Writing Routine 9: Read Accountable Text</p>	<p>Standard(s): 2.MDR.5.1 2.MDR.5.2</p> <p>LT: We are learning to build and compare measurement units. We are learning to measure objects using appropriate units and tools.</p> <p>SC: <i>I know I am successful when...</i> I can identify a unit model. I can construct a measuring instrument using unit models. I can estimate the length of an object.</p> <p>Lesson/Activity: Lesson 5: Connect measurement to physical units by iterating a centimeter cube. Learn Pages 29-31</p> <p>2.Mod1.AD1 Measure lengths of</p>	<p>Standard(s): SS2CG1</p> <p>LT: I am learning about how our government works.</p> <p>SC: <i>I will know I'm successful when...</i> <input type="checkbox"/> I can explain the purpose of the government. <input type="checkbox"/> I can list some things the government does.</p> <p>Lesson/Activity: Purpose of Government Introduce: Distribution of Power Students will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p>

	<div data-bbox="436 110 667 402"> <p>Characters</p> <p>To understand the characters in a story, I need to ask:</p> <ul style="list-style-type: none"> Who is the main character? How do I know? What does the character say? How does the character act? What does the character think? How do I think the character feels? How do I know? What do other characters think of the character? How does the character interact with other characters? </div> <div data-bbox="443 427 724 557"> <p>Learning Goals</p> <p>I will be able to:</p> <ul style="list-style-type: none"> ✓ Take an active role in my reading success. <p>Materials</p> <p>Books for independent reading, self-stick notes</p> </div> <div data-bbox="436 618 718 716"> <p>Routine 6: How to Be an Engaged Learner (5–10 min.)</p> </div>	<p>4. Look at your sketch reminders, say what you want to write (3 times!), and write a few words telling how to do that step.</p> <p>5. Repeat for all steps in the process!</p>		<p>objects by using metric units (centimeters and meters).</p> <p>Key Vocabulary: centimeter, measure, length, and endpoint.</p> <div data-bbox="1381 370 1675 1268">  </div>	<p>Laws and people's beliefs help decide who gets to make choices in government.</p> <p>Turn & Talk: How do the leaders of the executive branch of government enforce laws?</p> <ol style="list-style-type: none"> Why do we have rules and laws? What is the difference between each of the leaders? Where do elected officials work and why is that location important?
Tuesday - District MAP Math Assessments					
Standard(s): ELAGSE2L1f	Standard(s): ELAGSER11 ELAGSES11	Standard(s): ELAGSE2W2	Standard(s): ELAGSE2RF3	Standard(s): ALL DOMAINS	Standard(s): SS2CG1

LT: I am learning to produce and expand complete and compound sentences.

SC: *I will know I am successful when...*
I can expand sentences by adding details, combining, or revising sentences.

Lesson/Activity:
Reflect Lesson 6
TE Pgs. 12-13

Name: _____	Date: _____
A List of Declarative and Interrogative Sentences	
Declarative Sentences	Interrogative Sentences
The Sahara is the world's largest desert.	How big is it?
The Sahara is also a dry place with big swings in temperature.	Are you sad?
Heat, cold, and dryness are all a part of a desert habitat.	What do you think of me now?

Partnerships read a list of declarative and interrogative sentences.

Discuss and jot down notes with a focus on comparing the two sets of sentences.

ELAGSESL3

LT: I am learning to ask and answer questions.

SC: *I will know I am successful...*
-I can generate and write relevant questions about a video and photo.
-I can work with a partner to evaluate my questions.
-I can listen actively.

Lesson/Activity:
Unit 1 Lesson 1
TE Pages 58-61

Students will write on sticky notes to place on the target chart.



LT: I am learning to use what I've learned to write independently.

SC: *I will know I am successful when...*
I can choose a type of writing from the inspiration board. I can sketch ideas. I can add details.

Lesson/Activity:
Kickoff Session 6,
TE Pgs. 66-69

Strategy: Get Inspired and GO!

1. Look over the Inspiration Board.
2. Decide which type of writing you want to try.
3. Choose some writing paper and start!

LT: I am learning to identify, blend, and spell words with long vowels.

SC: *I will know I am successful when...*
I can identify, blend, and spell long a and long i words with VCe.
-I can read HFW here, said.
-I can build fluency by reading words and practicing with a partner.

Lesson/Activity:
Mini-Lesson 9
TE Pgs. 52-55

Spelling-Sound Correspondences:
Final e (a_e, i_e)
Model: a_e, i_e
Blend and spell.

Read HFW words: here, said. Say, Spell, Read, Write Routine
Build Words
Model & Practice: Building Automaticity, Read & Record
Share & Reflect

LT: I am learning to do my best on MAP tests.

SC: *I will know I am successful when...*
I can focus, try hard, and persist.

Lesson/Activity:
District MAP Math Assessment

LT: I am learning why we need rules and laws.

SC: *I will know I'm successful when...*
☐ I can explain the difference between rules and laws.
☐ I can list some examples of rules.
☐ I can list some examples of laws.
☐ I can explain why rules and laws are important.
☐ I can explain who makes rules and laws.

Lesson/Activity:
[Why Are Rules Important?](#)
Read [What If Everybody Did That?](#)

Create a T-Chart for rules and laws.

Exit Ticket:
Students identify one rule or law and must specify if it's a rule or law.

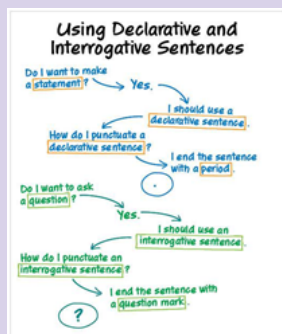
Wednesday - MAP Make-Up Assessments

Standard(s):
ELAGSE2L1f

LT: I am learning to produce and expand complete and compound sentences.

SC: *I will know I am successful when...*
I can expand sentences by adding details, combining, or revising sentences.

Lesson/Activity:
Reflect Lesson 7
TE Pgs. 14-15



Model & teach strategy:
When to use a declarative & interrogative sentence. create the Using Declarative and Interrogative Sentences anchor chart. Explain

Give students a declarative and an interrogative

Standard(s):
ELAGSER1f
ELAGSESL1
ELAGSESL3

LT: I am learning to ask and answer questions.

SC: *I will know I am successful when...*
-I will be able to ask and write questions about a text before and during reading.
-I will be able to use questions to gain information and deepen my understanding of the text.

Lesson/Activity:
Unit 1 Lesson 2
TE Pages 62-65

WHEN?	WHY?
BEFORE READING	-To set a purpose for my reading -To make inferences about what I will read -To activate my prior knowledge
DURING READING	-To clarify my understanding -To think more deeply about the topic

Standard(s):
ELAGSE2W2

LT: I am learning to write longer and more varied pieces.

SC: *I will know I am successful when...*
I can choose a topic and write across pages using the think, say, sketch, and write strategy.

Lesson/Activity:
Kickoff Session 7,
TE Pgs. 70-73

Strategy:
Think/Say/Sketch/Write
Across Pages

1. Think of a topic you want to write about and the kind of piece you want to try.
2. Grab a booklet that matches that type of writing.
3. Touch the different pages and say what you'll write on each page.
4. Sketch on those

Standard(s):
ELAGSE2RF3

LT: I am learning to identify, blend, and spell words with long vowels.

SC: *I will know I am successful when...*
I can identify, blend, and spell long o, long u, and long e words with VCe.
-I can read HFW there, where.

Lesson/Activity:
Mini-Lesson 10
TE Pgs. 56-59

Spelling-Sound Correspondences: Final e (o_e, u_e, e_e)
Model: o_e, u_e, e_e
Blend & Spell
Read HFW: there, where.
Say, Spell, Read, Write Routine
BuildWords

Choral read connected text, "One to Five"

Write & Retell: write a list of facts about the text.

Standard(s):
2.MDR.5.1
2.MDR.5.2

LT: We are learning to build and compare measurement units. We are learning to measure objects using appropriate units and tools.

SC: *I know I am successful when...*
I can identify a unit model.
I can construct a measuring instrument using unit models.
I can estimate the length of an object.

Lesson/Activity:
Lesson 6: Make a 10 cm ruler and measure objects.
Learn Pages 34-37

2.Mod1.AD1
Measure lengths of objects by using metric units (centimeters and meters).

Objects that are shorter than 10 cm

1. The _____ is _____ cm long.

2. The _____ is _____ cm long.

3. The _____ is _____ cm long.

4. The _____ is _____ cm long.

Standard(s):
SS2CG2

LT: I am learning about the elected leaders of the executive branch. I am learning where our President, Governor, and Mayor work.

SC: *I know I am successful when...*
☐ I can name our president.
☐ I can name our governor.
☐ I can name our mayor.
☐ I can locate Washington D.C. on a map and identify a picture of the White House.
☐ I can locate Atlanta, Georgia on a map and identify a picture of the Georgia State Capitol Building.
☐ I can locate Brunswick, Georgia on a map and identify a picture of City Hall.

Lesson/Activity:
[What does the Executive Branch Do?](#)

[Read If I Ran for President by Catherine Stier Joey by Jill Biden](#)

Begin a President,

sentence. Have students write an example of each sentence type.

pages what you said aloud.

Encourage students to write on each page to match their sketches.

6

Name _____

Use your 10 cm ruler to measure. Fill in the blanks.

1. The fish is _____ cm long.

2. The turtle is _____ cm long.

3. The pen is _____ cm long.

4. The scissors are _____ cm long.

6

Name _____

1. Circle the 10 cm ruler.

2. Write why some are not 10 cm rulers.

Governor, Mayor Anchor Chart.

For “President”, identify who (Joseph Biden), the place they work (White House, Washington, D.C.), and the citizens they serve (citizens of the US).

Exit Ticket:
Students identify the President of the United States and where they work.

Standard(s):
ELAGSE2L1f

LT: I am learning to produce and expand complete and compound sentences.

SC: *I will know I am successful when...*
I can expand sentences by adding details, combining, or revising sentences.

Lesson/Activity:
Reflect Lesson 8
TE Pgs. 16-17

Responding to Situations	
Sample Situation	Sample Responses
Your dog just ran out the door without a leash.	Declarative: The dog ran. I need a leash. Interrogative: What happened? Where are you going?
Additional Situations	
The park is filled with puddles after a rainstorm. You are not sure which ingredients you will need to make a pie. You cannot find your uniform for the baseball game. The library is getting new books this week.	

Read aloud the sample situation and responses. Note the punctuation and type of sentence in the response. Read aloud the additional situations and ask students to orally respond using declarative and interrogative sentences. Partners will take turns using declarative and interrogative sentences to orally respond to situations.

Standard(s):
ELAGSERI5
ELAGSERI6

LT: I am learning to identify, use, and explain the purpose of various text features.

SC: *I will know I am successful when...*
-I am able to identify and name various text features (headings, captions, photos, diagrams, labels, etc)
- I can explain the author's purposes of informational texts.

Lesson/Activity:
Unit 1 Lesson 3
TE Pages 66-70



Standard(s):
ELAGSE2W2

LT: I am learning to organize my writing in my folder.

SC: *I will know I am successful when...*
I can decide whether I am finished with a writing piece for now or if I want to continue working on it.

Lesson/Activity:
Kickoff Session 8,
TE Pgs. 74-77.

Strategy: Yellow Dot,
Green Dot

1. When you finish a piece, or when time is up for the day, FREEZE!
2. Think to yourself, "Is this piece all done? Or am I still working on it?"
3. Carefully slide your piece in the correct side of the folder (yellow means "Done for Now"; green means "Still Working").

Standard(s):
ELAGSE2RF3

LT: I am learning to identify, blend, and spell words with long vowels.

SC: *I will know I am successful when...*
I can identify, blend, and spell long a words.
-I can read HFW was, saw

Lesson/Activity:
Mini-Lesson 11
TE Pgs. 60-63

Focus Routine:
Spelling/Dictation
Spelling-Sound
Correspondences: Long a
Model: Long a
Reference a, ai, and ay
spellings

Blend & Spell

Model HFWs: was, saw
Use the Say, Spell, Read,
Write routine.

Spelling Practice: Close
Sort
Spelling Patterns &
Dictation

Share & Reflect:
partnerships create oral
sentences or questions
using the HFWs.

Standard(s):
2.MDR.5.1

LT: We are learning to build and compare measurement units.

SC: *I will know I am successful when...*
I can identify a unit model.
I can construct a measuring instrument using unit models.
I can compare unit models to a ruler.
I can discuss how measuring with a unit model compares with measuring with a standard instrument (ruler).

Lesson/Activity:
Lesson 7: Measure lengths
and relate 10 cm & 1 cm.
Learn Pages 40-43

Constructs simple measuring instruments using unit models.
Compare unit models to rulers.

• Students should be able to use appropriate measuring tools such as rulers.

Standard(s):
SS2G2

LT: I am learning where our President, Governor, and Mayor work.
I am learning some of the jobs of our President, Governor, and Mayor.

SC: *I know I am successful when...*
☐ I can locate Washington D.C. on a map and identify a picture of the White House.
☐ I can locate Atlanta, Georgia on a map and identify a picture of the Georgia State Capitol Building.
☐ I can locate Brunswick, Georgia on a map and identify a picture of City Hall.
☐ I can list some of the jobs of the President.
☐ I can list some of the jobs of the Governor.
☐ I can list some of the jobs of the Mayor.

Lesson/Activity:
[State & Local Governments](#)

Read: [Amelia Bedelia 4 Mayor by Herman Parish](#)

Or Watch: [BrainPop State & Local Government](#)
Continue Anchor Chart:

					<p>President, Governor, Mayor.</p> <p>For “Mayor”, identify who (Cosby H. Johnson), the place they work (Brunswick City Hall, Brunswick, Ga), and the citizens they serve (citizens of Brunswick).</p> <p>For “Governor”, identify who (Brian Kemp), the place they work (Capitol Building, Atlanta, Ga), and the citizens they serve (citizens of Georgia).</p> <p><u>Exit Ticket:</u> Students identify the governor and mayor and where they work.</p>
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Friday - DUE ALL District MAP Assessments!

<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I will know I am successful when...</i> I can expand sentences by adding details, combining, or revising sentences.</p> <p>Lesson/Activity: Immersion Lesson 9 TE Pgs. 18-19</p>	<p>Standard(s): ELAGSE2RF3d ELAGSE2L4bc</p> <p>LT: I am learning about root words and affixes.</p> <p>SC: <i>I will know I am successful when...</i> -I can identify and understand roots and affixes. -I can use knowledge of roots and affixes to determine the meaning of a word.</p>	<p>Standard(s): ELAGSE2W7</p> <p>LT: I am learning about writing workshop routines.</p> <p>SC: <i>I will know I am successful when...</i> I understand what my job is during the writer's workshop. I understand the teacher's role. I know what the classroom should look and sound like during workshop time.</p> <p>Lesson/Activity:</p>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to identify, blend, and spell words with long vowels.</p> <p>SC: <i>I will know I am successful when...</i> I can identify, blend, and spell long e words. -I can read HFWs little, look.</p> <p>Lesson/Activity: Mini-Lesson 12 TE Pgs. 64-67</p>	<p>Standard(s): 2.MDR.5.1</p> <p>LT: We are learning to build and compare measurement units.</p> <p>SC: <i>I will know I am successful when...</i> I can identify a unit model. I can construct a measuring instrument using unit models. I can compare unit models to a ruler. I can discuss how measuring with a unit</p>	<p>Standard(s): SS2G2</p> <p>LT: I am learning where our President, Governor, and Mayor work. I am learning some of the jobs of our President, Governor, and Mayor.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can locate Washington D.C. on a map and identify a picture of the White House.</p>
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Read aloud sample situations and model how to compose longer responses.

Lead a discussion with students to additional situations.

Students will work to add more detail creating a longer response.

Stretch Those Sentences!	
Sample Situation	Sample Longer Responses
Your dog just ran out the door without a leash.	Declaration: The dog ran out the door when I opened it. I need a leash to use when I catch my dog. Interrogative: What happened to make you upset? Where are you going in such a hurry?
Additional Situations	
The park is filled with puddles after a rainstorm.	
You are not sure which ingredients you will need to make a pie.	
You cannot find your uniform for the baseball game.	
The library is getting new books this week.	

Lesson/Activity: Unit 1 Lesson 4 TE Pages 70-73

BUILD VOCABULARY: USE ROOTS AND AFFIXES	
<i>Root Word</i> the most basic form of a word	
<i>Affix</i> word part added to the beginning or end of a root word creates a new word with a new meaning	
<i>Prefix</i> comes before the word	<i>Suffix</i> comes after the word
re-: "again"	-est: "most"
un-: "not"	-er: "more than"
	-ly: turns an adjective into an adverb
	-run/-ran/-again: turns a verb into a noun

Kickoff Session 9, TE Pgs. 78-81.

Strategy: Our Jobs During Sessions

1. Use a T-chart. Label one side "The Teacher," and label the other side "The Students."
2. Ask yourself, "What does the teacher look like and sound like during a session?" Sketch or write it on the chart.
3. Ask yourself, "What do the students look like and sound like during a session?" Sketch or write it on the chart.
4. During session time, make sure you look and sound like the words on the chart.

Our Jobs During Writing Mini Sessions

The Teacher	The Students
<ul style="list-style-type: none"> Does most of the talking Tells us what she is going to teach us Shows us how she uses strategies in her own writing Asks us to try Guides Sometimes writes the strategy on chart paper Tells us when we might want to use certain strategies 	<ul style="list-style-type: none"> We sit in our spots on the carpet We listen to the teacher (most of the session) We watch the teacher (most of the session) We look at the unroofed or chart paper when the teacher is showing us how she writes We talk to our partners when we try out the strategy (only when it's time) We listen to our partners when they try it out When we talk to our partners, we turn our bodies knee to knee and eye to eye We sit with our hands to ourselves, facing the teacher We sit next to our partners We smile to our partners We use inside voices

Teacher and Student Jobs T-Chart Example

Focus Routine:
Pacing Goals and Spiral Review
Spelling-Sound Correspondences: Long e
Model: Long e
Reference e, ee, and ea spellings
Blend & Spell
Model HFWs: little, look
Use the Say, Spell, Read, Write routine.

Build Words

Share & Reflect:
partnerships create oral sentences or questions using the HFWs.

model compares with measuring with a standard instrument (ruler).

Lesson/Activity: Lesson 8: Make a meter stick and measure with various tools. Learn Pages 45-47

Constructs simple measuring instruments using unit models.
Compare unit models to rulers/meter sticks.

- Students should be able to use appropriate measuring tools such as rulers/meter sticks.

- ☐ I can locate Atlanta, Georgia on a map and identify a picture of the Georgia State Capitol Building.
- ☐ I can locate Brunswick, Georgia on a map and identify a picture of City Hall.
- ☐ I can list some of the jobs of the President.
- ☐ I can list some of the jobs of the Governor.
- ☐ I can list some of the jobs of the Mayor.

Lesson /Activity: [What Is A Leader?](#) [Who Are Government Leaders?](#) [What Makes An Awesome Leader?](#)

Review & Recap:
How do the leaders of the executive branch of government enforce laws?
a. Why do we have rules and laws?
b. What is the difference between each of the leaders?
c. Where do elected officials work and why is that location important?

Exit Ticket:
Students will complete the [Elected Officials Anchor](#)

					Chart, Sorting Activity, or Individual Flip Book.
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