

Carrie Waters' Week of: September 02-06, 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 1 Week(s) 3 & 4 Lesson(s) 15-18 Compound Sentences & Sentence Types	READING Unit 1 Week 3 Lesson(s) 11-15 Unit 1 Benchmark Assessment *Complete Unit 1 Habitats Around the World	WRITING Volume 1 Week(s) 3 & 4 Kick-off Lessons 15-18 Think, Sketch, Write, & Revise Celebrate!	PHONICS Unit 1 Week 3 Lesson(s) 11-15 Long A: Vowel Teams *Complete Unit 1	MATH Module 1 Lesson(s) 17-19 Module 1 Assessment Data & Graphing Measurement	SOCIAL STUDIES Our Georgia 5 Regions & 3 Major Rivers
Monday - Labor Day Holiday					
Tuesday -					
<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: <i>I will know I am successful when...</i> - I can design a variety of different sentences. - I can use periods, exclamation marks, and question marks correctly.</p> <p>Lesson/Activity: Week 3 Lesson(s) 14 & 15 Shared Writing: Sentence Types & Nicknames/Pause & Share TE Pgs. 28-31</p> <p>Review how to write a complete sentence. Pause and share what we</p>	<p>Standard(s): ELAGSE2RI5 ELAGSE2RI6</p> <p>LT: I am learning to recognize informational text features.</p> <p>I am learning to identify the author's purpose.</p> <p>SC: <i>I will know I am successful when...</i> * I can identify what the author wants to answer, explain, or describe. * I can use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>Lesson/Activity:</p>	<p>Standard(s): ELAGSE2W6</p> <p>LT: I am learning to use a word wall.</p> <p>SC: <i>I know I am successful when...</i> - I can think of a word I want to spell. - I can ask myself, "Is this a word I've learned?" - I can check the word wall and spell the word correctly.</p> <p>Lesson/Activity: Kickoff Session 15 Week 3 - Word Wall & Edit Spelling TE Pages 128-130.</p>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to identify, blend, and spell words with vowel team syllables.</p> <p>SC: <i>I will know I am successful when...</i> *I can identify, blend, and spell words with long a, ai, ea, ay, a_e. *I can read HFWs: he, like, little, no, of, saw, this, to, we, with.</p> <p>Lesson/Activity: Unit 1 Week 3 Long a: a, ai, ea, ay, a_e Day 1, pgs. 36-39 Word Study Resource Book, p. 10 My Word Study, V1, p. 8</p>	<p>Standard(s): 2.NR.2.3 2.MDR.5.5</p> <p>LT: We are learning how to represent differences of measurements.</p> <p>We are learning to subtract numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can represent differences of measurement subtraction on a number line. <input type="checkbox"/> I can solve one-step word problems using subtraction strategies.</p> <p>Lesson Activity: Lesson 17: TE Pages 216-227</p>	<p>Standard(s): SS2G1ab</p> <p>LT: I am learning to locate on a map and compare the five major regions of Georgia.</p> <p>I am learning about the major rivers of Georgia.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can label the five major regions on a map of Georgia. <input type="checkbox"/> I can use photographs to identify the different regions of Georgia. <input type="checkbox"/> I can locate, describe, and label the Chattahoochee River on a map of Georgia. <input type="checkbox"/> I can locate, describe, and label the Savannah River on a map of Georgia.</p>

have learned so far and what we still want to know about end punctuation. Review concepts.

Discuss features and characteristics of sentence types.

Provide an example of each sentence type.



Sentence Nicknames	
Telling Sentence Declarative Your dog just ran out the door without a leash.	Guessing Sentence Interrogative Where are you going in such a hurry?
Bossy Sentence Imperative Grab the leash.	Feeling Sentence Exclamatory I see him!

We Have Discovered...

Four kinds of sentences:

- Declarative** - makes a statement
- Interrogative** - asks a question
- Imperative** - gives a command or makes a request
- Exclamatory** - shows strong feeling

Now, We Would Like to know...

Can we put together two declarative sentences to make one new declarative sentence?

How would putting together two sentences make our writing stronger?

Unit 1 Lesson 11 (Week 3 Day1) TE pages 98-101.

GRAPHICS AND TEXT FEATURES

FEATURE	PURPOSE
titles/headings	tell what a text or a section of a text is about
photographs/illustrations	provide visual information
captions	explain photographs
maps	show location
diagrams	show steps in a process or how something works
time line	a diagram that shows events in time order
bold and italic type	highlight important words and ideas

Using a Word Wall

Writers use words they know from the word wall when writing.

Strategy: Use the Word Wall to Spell Correctly

1. Think of the word you want to spell.
2. Ask yourself, "Is this a word I've learned?" If yes, check for it on the word wall.
3. Write the word correctly on your paper.

Vowel team syllable type: long a

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

Represent and solve comparison problems by using measurement contexts.

Introduce: the terms **tape**, **tape diagram**, **farther**, **equation**.

Students reason about how tape diagrams and number lines can be used to represent comparison problems.

Students will compare and connect solution strategies, focusing on the efficiency of using benchmark numbers to add or subtract.

Students watch & discuss a comparison situation.

Turn & Talk: Retell the story.



Consider recreating the scenario to support student reasoning.

Consider recreating the scenario from the video in your classroom to support students in reasoning about the comparison situation.



TW encourage students to use appropriate tools strategically when they

☐ I can locate, describe, and label the Flint River on a map of Georgia.

Lesson/Activity: Regions of Georgia Virtual Learning Journey

<https://www.gpb.org/education/virtual/regions-of-georgia#video-collection>



<https://www.google.com/url?q=https://garivers.org/georgia-rivers/&sa=D&source=docs&ust=1724704750929897&usg=AOvVaw3awpkjXfCGZsA5KzFoTBAq>

use benchmark numbers instead of counting on or back by ones on the meter tape.

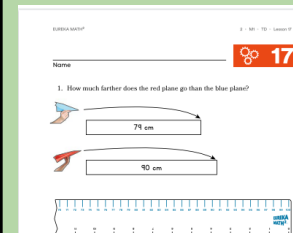
Invite students to share their thinking with a partner. Circulate and observe student strategies.

Share, Compare, Connect:



Students will share solution strategies and reason about their connections.

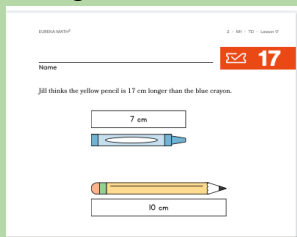
Problem Set:
WB Pages 91-92



Debrief:

How can number lines and tape diagrams be used to represent and solve comparison problems?
How can the same problem be solved with different equations?

Exit Ticket 17:

				WB Page 93 	
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Wednesday -

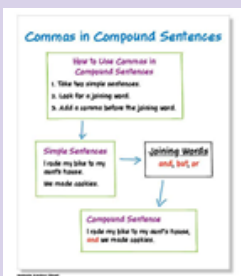
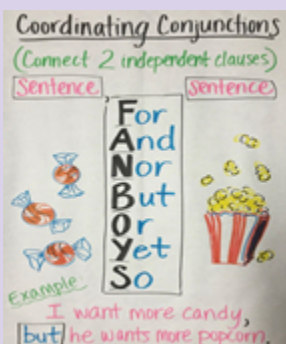
<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: <i>I will know I am successful when...</i> *I can design a variety of different sentences. *I can use periods, exclamation marks, and question marks correctly. *I can identify compound sentences. *I can explain how commas may be used in a sentence.</p> <p>Lesson/Activity: Week 4 Lesson 16 Explore: Look at Compound Sentences TE Pgs. 32-33</p> <p>Review writing a complete sentence. Model combining two sentences</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>Lesson/Activity: Unit 1 Lesson 12 (Week 3, Day 2) TE pages 102-103.</p>	<p>Standard(s): ELAGSE2W6</p> <p>LT: I am learning how to choose work to publish.</p> <p>SC: <i>I will know I am successful when...</i> - I can reread my different writing pieces. - I can think about which piece I like the most and want to share. - I can make it great!</p> <p>Lesson/Activity: Kickoff Session 16 Week 4 - Pick/Publish TE Pages 132-135.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE2RL1</p> <p>LT: I am learning to identify, blend, build, and spell words with vowel team syllables. *I am learning to read grade-level text with accuracy. *I am learning to ask and answer questions about grade-level text.</p> <p>SC: <i>I will know I am successful when...</i> *I can identify, blend, build, and spell words with long a, ai, ea, ay, a_e. *I can read long a spellings in one-syllable words. *I can read and answer questions about grade-level text. *I can read HFWs: he, like, little, no, of, saw,</p>	<p>Standard(s): 2.NR.2.3 2.MDR.5.5</p> <p>LT: We are learning to add & subtract numbers using different strategies. We are learning how to represent sums & differences of measurements.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can add & subtract two two-digit numbers using the part-whole strategy. <input type="checkbox"/> I can solve two-step word problems using addition & subtraction strategies. <input type="checkbox"/> I can represent differences of measurement addition & subtraction on a number line.</p> <p>Lesson Activity:</p>	<p>Standard(s): SS2G1a</p> <p>LT: I am learning to describe the features of the Appalachian Plateau Region.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can describe the landforms, plants and animals of the Appalachian Plateau Region. <input type="checkbox"/> I can describe the weather of the Appalachian Plateau Region.</p> <p>Lesson/Activity: Appalachian Plateau Region</p> <p>Inspire: GA Regions PPT Sample Lesson</p> <p>GPB GA Studies</p>
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together.
Partnerships work to
create a list of compound
sentences and a list of
complex sentences and
compare comma usage.

Jot down observations and
discoveries.
Coach students to
compare the different
types of sentences.



Combining Sentences



BUILD VOCABULARY: USE ROOTS AND AFFIXES

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> re- : "again" dis- : "not"	Suffix <i>comes after the word</i> -est : "most" -er : "more than" -ly : turns an adjective into an adverb -un/-happi-ness : turns a noun into a noun

Strategy: Pick and Publish

1. Look through your writing folder on the "Done for Now" side.
2. Ask yourself, "Which piece do I like the most and want to share?"
3. Make your piece beautiful

Tip: To make your piece beautiful, try coloring the sketches, coloring over some important words, adding a cover page, or anything else!

Stacking Writing in Order

Writers stack their writing in the order they would like to share it with their caregivers.

this, to , we, with.

Lesson/Activity:

Unit 1 Week 3

Long a: a, ai, ea, ay, a_e

Day 2, pgs. 40-43

Word Study Resource

Book, p. 11

My Word Study, V1, p. 9

Vowel team syllable type: long a

- Build Words
- Read Interactive Text "Rain, Rain, Go Away!"
- Spelling
- High-Frequency Words
- Share and Reflect

Lesson 18:

TE Pages 228-239

Solve **compare with difference unknown** word problems by using measurement contexts.

Introduce/Review:

Key Vocabulary: **compare, difference, unknown**

Students solve compare with difference unknown measurement problems by using their understanding of the ruler as a number line. After students represent and solve independently, they compare and make connections among two or three strategies.

Students reason about a **compare with difference unknown** problem.

Nate is 91 cm tall.
Ling is 87 cm tall.
How much taller is Nate than Ling?

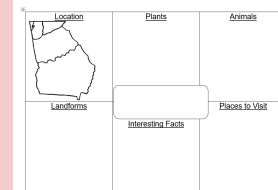
Turn & Talk:

Invite students to retell story and discuss their thinking with a partner.
Circulate

Review:

Read, Draw, Write
Strategies (Grade 1)
Help students recall this process by calling out each component as you model

APPALACHIAN PLATEAU



APPALACHIAN PLATEAU

- It is located in Northwest Georgia.
- Landforms: Plateaus = flat-topped mountains and some mountains
- Plants = Hardwood Forests
- Animals = turtles, bats, salamanders, & foxes
- Places to Visit = Cloudland Canyon State Park, Lookout Mountain, Caves, & Waterfalls.
- Interesting Fact = It is the smallest region in Georgia.



Unit Lessons (1 item)

Sample Lesson:
Georgia's Regions and Rivers

Additional Unit Resources

Distance Learning Plan-
Georgia Regions Rivers.pptx

GPB Virtual Field Trip

GA Rivers Interactive Map

				<p>problem solving. Share, Compare, & Connect:</p> <div><p>Mrs. King has 24 students get in a line. Mr. Webb has 14 students get in a line. How many more students are in Mrs. King's line?</p></div> <p>Assist students by referring back to the word problem. Have students answer the question in a complete sentence.</p> <p><u>Problem Set:</u> WB Pages 95-96</p> <div><p>NAME _____ 18</p><p>Read</p><p>Tam rides 42 miles on the bus. Lee rides 18 miles on the bus. How many more miles does Tam ride than Lee?</p><p>Write</p></div> <p><u>Debrief:</u> Think, Pair, Share: Students will compare their drawings. What measurement tools or models can help us solve a comparison problem? Why can we use addition or subtraction to solve a comparison problem?</p> <p><u>Exit Ticket:</u> WB Page 97</p> <div><p>NAME _____ 18</p><p>Read</p><p>The necklace is 35 cm long. The bracelet is 19 cm long.</p><p>How much longer is the necklace than the bracelet?</p><p>Draw</p></div>	
Thursday -					
Standard(s):	Standard(s):	Standard(s):	Standard(s):	Standard(s):	Standard(s):

ELAGSE2L1f

LT: I am learning to recognize and analyze different sentence types.

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

- *I can design a variety of different sentences.
- *I can use periods, exclamation marks, and question marks correctly.
- *I can change the endmark to a comma.
- *I can choose a conjunction that makes sense.
- *I can use a comma and a conjunction to combine two sentences.

Lesson/Activity:

Week 4 Lesson 17
Teach: Make a Compound Sentence
TE Pgs. 34-35

Review writing a complete sentence.

Model how to combine two simple sentences into one compound sentence using these joining words: *and, but, or, so*.

**ELAGSE2R12**

LT: I am learning to recognize the central idea (main topic) and supporting evidence.

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

- *I can gather important facts to identify the focus of a paragraph.
- *I can gather important facts (ideas, details, and events) from multiple paragraphs to identify the main topic.

Lesson/Activity:

Unit 1, Lesson 13
(Week 3, Day 3)
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.

**ELAGSE2W6
ELAGSE2SL1**

LT: I am learning how to work with a partner to make my writing better.

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

- I can sit hip to hip with my partner.
- I can read a writing piece aloud.
- I can listen to my partner's piece.
- We can share ideas or ask clarifying questions to improve each other's writing.

Lesson/Activity:

Kickoff Session 17
Week 4 - Sharing/Partners
TE Pages 136-139.

Sharing Writing with a Partner

Writers practice sharing their writing with a partner.

Strategy: Partner Share Protocol

Partner A	Partner B
Sit hip to hip with your partner.	Sit hip to hip with your partner.
Read the piece aloud to your partner.	Follow along with your eyes and listen with your ears.
Ask your partner for comments or questions.	Think of a positive comment you can say or a question you can ask about that piece of writing.

**ELAGSE2RF3
ELAGSE2RF4
ELAGSE2RI1
ELAGSE2SL4**

LT: I am learning to identify, blend, build, and spell words with vowel team syllables.

- *I am learning to read grade-level text with accuracy.
- *I am learning to ask and answer questions about grade-level text.

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

- *I can point out long a spelling patterns.
- *I can blend multisyllabic words with long a.
- *I can practice blending decodable and HFWs: *he, like, little, no, of, saw, this, to, we, with*.
- *I can read and answer questions about grade-level text.

Lesson/Activity:

Unit 1 Week 3
Long a: a, ai, ea, ay, a_e
Day 3, pgs. 44-47
Word Study Resource Book, p. 12-13
My Word Study, V1, p. 10

**2.NR.2.3
2.MDR.5.5**

LT: We are learning to add & subtract numbers using different strategies. We are learning how to represent sums & differences of measurements.

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

- I can add & subtract two two-digit numbers using the part-whole strategy.
- I can solve two-step word problems using addition & subtraction strategies.
- I can represent differences of measurement addition & subtraction on a number line.

Lesson/Activity:

Lesson 19:
TE Pages 240-252
Solve *compare with difference unknown* word problems in various contexts.

Desmos Activity:



[Snakes at the Zoo](#)

Introduce:

Key Vocabulary - *fewer than, more*

SS2G1

LT: I am learning to describe the features of the Ridge and Valley Region.

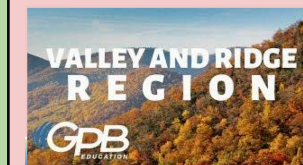
SC: *I know I am successful when...*

- I can describe the landforms, plants, and animals of the Ridge and Valley Region.
- I can describe the weather of the Ridge and Valley Region.

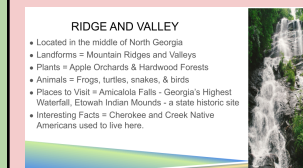
Lesson/Activity:

[Ridge & Valley Region](#)

[Valley & Ridge Video](#)



Location	Plants	Animals
Landforms	Interesting Facts	Places to Visit



Making Compound Sentences

Show how to combine two simple sentences into one compound sentence using these joining words: *nor, for, yet.*



Vowel team syllable type: long a

- Read Accountable Text "My Desert Blog"
- Spelling
- High-Frequency Words
- Share and Reflect

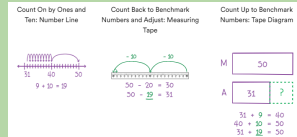
Students use benchmark numbers to visualize distance on a ruler or a number line. After students represent and solve, they compare and make connections among two or three strategies.

Turn & Talk:
Students reason about a compare with difference unknown problem.

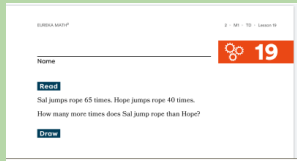
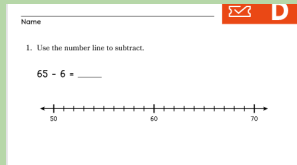
Ming's ribbon is 50 cm long.
Ann's ribbon is 31 cm long.
How many fewer centimeters is Ann's ribbon than Ming's ribbon?

Students use important information to represent and solve a compare with difference unknown problem.

Have students share their strategies in the next segment. Look for work samples that help advance student understanding toward more abstract representations of finding the difference.



Students share and compare solution strategies and make connections between them.

				<p>Problem Set: WB Pages 99-100</p>  <p>Debrief: Think, Pair, Share: What measurement tools or models can we use to help us solve a <i>compare</i> problem?</p> <p>Topic Ticket D: WB Pages 101</p>  <p>Complete and use as a formative Assessment.</p>	
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Friday -

<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to recognize and analyze different sentence types.</p> <p>SC: <i>I know I am successful when...</i> *I can design a variety of different sentences. *I can use periods, exclamation marks, and</p>	<p>Standard(s): ELAGSE2RL4</p> <p>LT: I am learning to describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>SC: <i>I will know I am successful when...</i></p>	<p>Standard(s): ELAGSE2W6 ELAGSE2SL1</p> <p>LT: I am learning how to work with a partner to make my writing better.</p> <p>SC: <i>I will know I am successful when...</i> - I can sit hip to hip with my partner. - I can read a writing piece</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to identify, blend, build, and spell words with vowel team syllables. *I am learning to read grade-level text fluently and accurately.</p>	<p>Standard(s): 2.MDR.5.4</p> <p>LT: We are learning to solve problems based on data that has been collected.</p> <p>SC: <i>I will know I am successful when...</i> - I can gather information based on observations. - I can choose the</p>	<p>Standard(s): SS2G1ab</p> <p>LT: I am learning to describe the features of the Blue Ridge Region. I am learning about the major rivers of Georgia.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can describe the landforms, plants and</p>
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question marks correctly.
 *I can change the endmark to a comma.
 *I can choose a conjunction that makes sense.
 *I can use a comma and a conjunction to combine two sentences.

Lesson/Activity:
Week 4 Session 18
TE Pages 36-37
Explore: Write Compound Sentences

Review writing a complete sentence.
 Model combining two sentences together.

Students will work in partnerships taking turns using a conjunction and a comma to combine sentences. (Use two sentence strips)



Combining Sentences

*I can identify the features of poetry.
 *I can explain why the author uses these features.
 *I can use literary terms when discussing a poem (stanza).

Lesson/Activity:
Unit 1, Lesson 14
(Wk 3, Day 4)
TE Pages 110-113.



Standard(s):
ELAGSE2SL1
Unit 1 Wrap UP:
Real-World Perspectives

LT: I am learning to participate in collaborative conversations about second grade topics.

SC: *I will know I am successful when...*
 *I can listen to and share ideas.
 *I can support and build ideas with evidence from

aloud.
 - I can listen to my partner's piece.
 - We can share ideas or ask clarifying questions to improve each other's writing.

Lesson/Activity:
KICKOFF Week 4
Session 18
Share/Reflect/Celebrate!
TE Pages 140-143

Remind students that anytime we've worked hard on something, it's important to take time to reflect on what we learned!

You just did that with your partner, and now we're going to do that all together so we can perhaps learn the same things our classmates have learned too!

Invite students to continue making their published piece beautiful after reflecting on their learning.

Share and Reflect
 Writers think about all they have learned and share their favorite parts.

SC: *I will know I am successful when...*
 * I can blend, spell, and read multisyllabic words long a.
 *I can use long a letter patterns and word parts to decode new words.
 * I can practice reading HFWs:
he, like, little, no, of, saw, this, to, we, with.

Lesson/Activity:
Combined Lessons 4 & 5
Unit 1 Week 3
Long a: a, ai, ea, ay, a_e
Day 4, pgs. 48-49
Word Study Resource Book, p. 12-13
My Word Study, V1, p. 10

Vowel team syllable type: long a
 • Read Multisyllabic Words
 • Decode by Analogy
 • Read Accountable Text "My Desert Blog" and/or "All About Squirrels"
 • Share and Reflect

Unit 1 Week 3
Review & Assess
Long a: a, ai, ea, ay, a_e
Day 5, pgs. 50-51
Word Study Resource Book, p. 12
My Word Study, V1, p. 10

appropriate way to display information gathered.
 - I can ask and answer questions based on the information gathered.

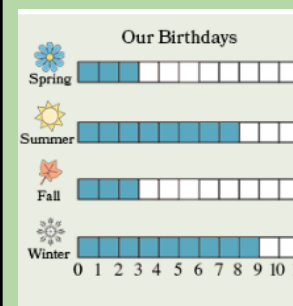
Lesson/Activity:
Review Module 1
Module 1 Assessment
TE pages 254-275

Module 1 Assessment
 TE Pages 257-258

Students will work to complete Part 1 Module 1 Assessment individually/small group setting/ or follow 504, IEP, BIP.

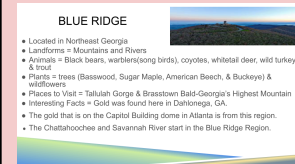
Teachers will assess students : Proficiency Levels using Rubrics and Indicators.

Students will be assessed on the following skills.
 Pages 254 & 255
 TOPIC A
 Representing Data to Solve Problems

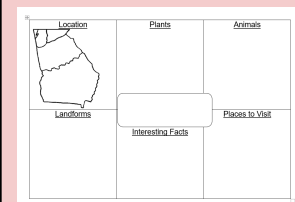


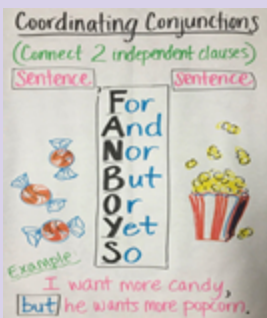
animals of the Blue Ridge Region.
☐ I can describe the weather of the Blue Ridge Region.
☐ I can locate, describe, and label the Chattahoochee River on a map of Georgia.

Lesson/Activity:
Blue Ridge Region & *Introduce:
Chattahoochee River



Chattahoochee River





the text.

*I can ask questions to clarify understanding.

Lesson/Activity:

Unit 1, Lesson 15

(Wk 3, Day 5)

TE Pages 114-117.

Unit 1 Assessment



Strategy: What Have I Learned?

1. Look around the room at the charts on the wall, or through your writing folder.
2. Ask yourself, "What are my favorite things I learned during Writer's Workshop in Grade 2?"
3. Say your favorite things!

Stacking Writing in Order

Writers stack their writing in the order they would like to share it with their caregivers.

Review and Assess
Vowel team syllable
type: long a

- Read Accountable Text "My Desert Blog" and/or "All About Squirrels"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

2.Mod1.AD8 Draw/Label
Picture & Bar Graphs
2.Mod1.AD9 Solve
Add./Sub. Comparison
Prob. Bar Graphs