Carrie Waters' Week of: September 09-13, 2024 - Whole Group Lesson Plans

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

GRAMMAR	READING	WRITING	PHONICS	MATH	SOCIAL STUDIES
Unit 1 Week(s) 4 & 5 **Lesson(s) 19-23** **Focus: Compound Sentences** ***Review May Revisit** **Previous Lessons**	**Unit 2 Week 1** **Lesson(s) 1-5** **Unit 2 Week 1** **Benchmark Assessment**	**Volume 1 Week 5** **Kick-off Lessons 21-23** **Personal Narratives** **BOY WriteScore Assessment**	**Unit 2 Week 1** **Lesson(s) 1-5** **Characters Learn & Grow** **Long o: oa, o, oe, ow, o_e** **Cumulative Assessment**	**(Part 2) Module 1** **Lesson(s) 20-22 Topic E** **Lesson(s) 23-24 Topic F** **(Part 2) Understand Place** **Value Units**	**Our Georgia** **5 Regions &** **3 Major Rivers**

Monday - <mark>WriteScore administration window is **September 09 - 13, 2024.**</mark>

Standard(s): **ELAGSE2L1f**	Standard(s): **ELAGSERL1** **ELAGSESL1** **ELAGSESL3**	Standard(s): **ELAGSE2W3**	Standard(s): **ELAGSE2RF3** **ELAGSE2RF4** **ELAGSE2L4**	Standard(s): **2.NR.1.1**	Standard(s): **SS2G1ab**
LT: I am learning to recognize and analyze different sentence types.	LT: I am learning to ask and answer questions.	LT: I am learning to write narratives in which I recount an event or short sequence of events.	LT: I am learning to identify, blend, and spell words with vowel team syllables. *I am learning to clarify and determine the meaning of compound words.	LT: We are learning to explain values of numbers.	LT: I am learning to describe the features of the Piedmont Region. I am learning about the major rivers of Georgia.
SC: *I 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.	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. Suggested Key Terms: key details, main idea, character, text, title, questions, setting	SC: *I know I am successful when…* - I can listen to a mentor text to gain more understanding of what I need to do. - I can determine a personal story I want to tell.	SC: *I will know I am successful when…* *I can identify, blend, and spell words with **long o, oa, o, oe, ow, o_e**. * I can use knowledge of the meaning of individual words to predict the meaning of compound words. *I can read HFWs: ***here, look, me, play, said, see, she, try, about, because.***	SC: *I will know I am successful when…* ❏ I can compose (put together) three digit numbers using ones, tens and hundreds using concrete materials. ❏ I can explain the value of the number I have composed or decomposed.	SC: *I know I am successful when…* ❏ I can describe the landforms, plants, and animals of the Piedmont Region. ❏ I can describe the weather of the Piedmont Region. ❏ I can locate, describe, and label the Chattahoochee River on a map of Georgia. ❏ I can locate, describe, and label the Savannah River on a map of Georgia.
Lesson/Activity: <mark>Week 4 Session 19 TE Pages 38-39 Explore: Add Compound Sentences to a Sentence Response</mark>	Lesson/Activity: <mark>Unit 2 Lesson 1 TE pages 58-61.</mark> Students will write on sticky notes to place on the target chart.	Lesson/Activity: <mark>**Practice:** **BOY WriteScore** **Administration.**</mark>	Lesson/Activity: <mark>Module 1 Part 2 - Overview Pages 278-290 Lesson 20: TE Pages 290-303 Count and bundle ones, tens, and hundreds to 1,000.</mark> Key Vocabulary -	Lesson/Activity: <mark>Piedmont Region</mark>

Explore

Add Compound Sentences to a Sentence Response

Revisit situations and sentences from Session 13 (Week 3, Day 3). Partnerships add compound sentences to their responses.
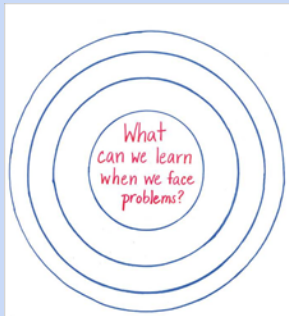
Review combining two simple sentences to create a compound sentence.

Partnerships will work together to make simple and compound sentences.

Students may then write a response that includes a compound sentence of their own.

What Makes A Sentence?

[Compound Sentences](#)

Coordinating Conjunctions (Connect 2 independent clauses)

For
And
Nor
But
Or
Yet
So

Example: I want more candy, [but] he wants more popcorn.

What can we learn when we face problems?

Lesson/Activity:
Unit 2 Week 1
Long o: oa, o, oe, ow, o_e.
Day 1, pgs. 56-59
Word Study Resource Book, p. 14
My Word Study, V1, p. 11
Phonics Song: [Long Oa](#)

Vowel team syllable type: long o
- Phonological Awareness: Oral Blending and Segmenting Words with Final Blends
- Spelling-Sound Correspondences
- Blend Words
- Transition to Multisyllabic Words
- Spelling Patterns Quick Check
- High-Frequency Words
- Share and Reflect

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units, hundred, thousand, value.

Students work together to count 1,200 craft sticks efficiently. They bundle ones, then tens, and then hundreds, and they recognize that 10 of a smaller unit makes 1 of the next larger unit, thus reinforcing the cyclical nature of the base-ten system.

Turn & Talk:
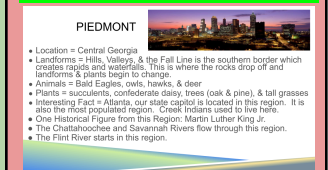Students reason about efficient ways to count a large quantity in preparation for counting beyond 1,000

Gather students in a central area of the room where all students have access to the lesson materials. Display the sticks in a pile.

Students will count and bundle Ones to Make Tens, Tens to Make Hundreds, Hundreds to Make a Thousand to develop place value understanding.

Note: From this point forward, hold students accountable for using precise language when speaking of ones, tens, and hundreds.
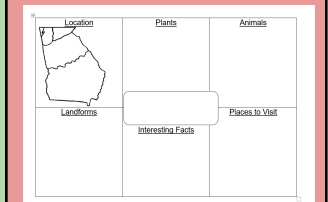

Review Chattahoochee River
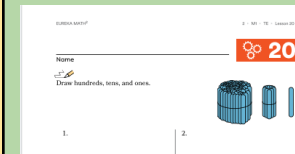*Introduce Savannah River

PIEDMONT
- Location = Central Georgia
- Landforms = Hills, Valleys, & the Fall Line is the southern border which creates rapids and waterfalls. This is where the rocks drop off and landforms & plants begin to change.
- Animals = Bald Eagles, owls, hawks, & deer
- Plants = succulents, confederate daisy, trees (oak & pine), & tall grasses
- Interesting Fact = Atlanta, our state capitol is located in this region. It is also the most populated region. Creek Indians used to live here.
- One Historical Figure from this Region: Martin Luther King Jr.
- The Chattahoochee and Savannah Rivers flow through this region.
- The Flint River starts in this region.

[Georgia Regions and Rivers- Piedmont](#)

[Savannah River](#)

[Chattahoochee River](#)

Location	Plants	Animals
Landforms	Interesting Facts	Places to Visit

Problem Set:
WB Pages 102-104

For problems 1–4, say the following numbers as students draw hundreds, tens, and ones: 135, 247, 318, 104.
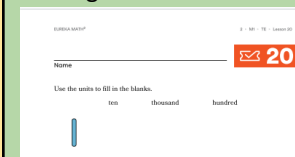
Debrief:
Think, Pair, Share:
What do you notice repeating as we bundle units to make 1 ten, 1 hundred, and 1 thousand?

How are ones, tens, and hundreds like the measurement units they learned about.

Clarify that 10 smaller place value units make a new place value unit, but the number of units needed to make the next larger unit changes based on what the unit is.

Exit Ticket
WB Pages 105

Complete and use as a formative Assessment.

Tuesday -

Standard(s): **ELAGSE2L1f**	Standard(s): **ELAGSE2RL5**	Standard(s): **ELAGSE2W3**	Standard(s): **ELAGSE2RF3 ELAGSE2RF4 ELAGSE2L4 ELAGSE2RL1**	Standard(s): **2.NR.1.2**	Standard(s): **SS2G1ab**
LT: I am learning to recognize and analyze different sentence types.	LT: I am learning to describe the overall structure of fiction texts.	LT: I am learning to write narratives in which I recount an event or short sequence of events.	LT: I am learning to identify, blend, build, and spell words with vowel team syllables.	LT: We are learning to count forward and backwards up to 1000.	LT: I am learning to describe the features of the Coastal Plain Region. I am learning about the major rivers of Georgia.

Standard(s): **ELAGSE2L1f**

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

SC: *I 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 Session 20==
==TE Pages 40-41==
==Reflect: Revisit Goals==

Reflect
Revisit Goals
Pause and share what we have learned so far and what we still want to know about sentences, referring back to the goals and the questions.

Standard(s): **ELAGSE2RL5**

LT: I am learning to describe the overall structure of fiction texts.

SC: *I know I am successful when…*
*I can recognize fiction texts.
*I can demonstrate knowledge of distinguishing characteristics of fiction.
*I can identify and understand story elements, including character, plot, and setting.

Suggested Key Terms: describe, beginning, middle, end, story structure, introduces, concludes, events, sequence

Lesson/Activity:
==Unit 2, Lesson 2==
==TE pages 62-65.==

Standard(s): **ELAGSE2W3**

LT: I am learning to write narratives in which I recount an event or short sequence of events.

SC: *I know I am successful when…*
- I can listen to a mentor text to gain more understanding of what I need to do.
- I can determine a personal story I want to tell.

Lesson/Activity:
==Administer: BOY WriteScore Assessment==

Standard(s): **ELAGSE2RF3 ELAGSE2RF4 ELAGSE2L4 ELAGSE2RL1**

LT: I am learning to identify, blend, build, and spell words with vowel team syllables.
*I am learning to determine the meaning of words and phrases using a variety of strategies.
*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 identify, blend, build, and spell words with ***Long O: oa, o, oe, ow, o_e***.
* I can review ***long a*** spelling patterns.
*I can predict the meaning of words and phrases.
* I can read and answer questions about grade-level text.
*I can read HFWs: ***here, look, me, play, said, see, she, try, about, because.***

Lesson/Activity:

Standard(s): **2.NR.1.2**

LT: We are learning to count forward and backwards up to 1000.

SC: *I will know I am successful when…*
❏ I can count forward from any given number by ones to 1000.
❏ I can count forward from any number (that is a multiple of 5) by fives to 1000.
❏ I can count backwards from any given number by ones from 1000.
❏ I can count backwards by tens from any given number within 1000.
❏ I can count backwards by hundreds from any given number within 1000.

Lesson Activity:
==Module 1 Part 2 Topic E Lesson 21==
==TE Pages 304-315==
Count efficiently within 1,000 by using ones, tens, and hundreds.

Students use sticks and bundles of ten to count within 200.

They represent a count within 1,000 by drawing

Standard(s): **SS2G1ab**

LT: I am learning to describe the features of the Coastal Plain Region. I am learning about the major rivers of Georgia.
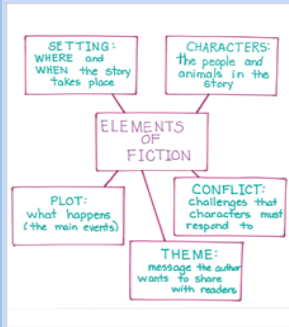
SC: *I know I am successful when…*
❏ I can describe the landforms, plants and animals of the Coastal Plain Region.
❏ I can describe the weather of the Coastal Plain Region.
❏ I can locate, describe, and label the Savannah River on a map of Georgia.
❏ I can locate, describe, and label the Flint River on a map of Georgia.

Lesson/Activity:
==Coastal Plain Region Review Chattahoochee & Savannah Rivers==
==*Introduce the Flint River==

ELEMENTS OF FICTION

SETTING: WHERE and WHEN the story takes place

CHARACTERS: the people and animals in the story

PLOT: what happens (the main events)

CONFLICT: challenges that characters must respond to

THEME: message the author wants to share with readers

Unit 2 Week 1
Long O: oa, o, oe, ow, o_e.
Day 2, TE pgs. 60-63
Word Study Resource Book, p.15
My Word Study, V1, p.12

Vowel team syllable type: long o
- Phonological Awareness: Delete Final Sound in a Blend
- Build Words
- Read Interactive Text "Lion and Mouse"
- Spelling
- High-Frequency Words
- Share and Reflect

sticks and bundles of tens and hundreds.
Students use ones, tens, and hundreds to count from 37 to 100 and then from 75 to 120.

Think–pair–share:
Why was it helpful to get to the benchmark number?
Students compare two ways of counting and reason about efficiency.

Students will learn to draw ones, tens, and hundreds to represent a specific count.

Some students may see other ways to count on. If time allows, invite these students to share their thoughts.

Problem Set 21:

Exit Ticket 21:

Debrief:

COASTAL PLAIN
- Located in south Georgia
- Landforms = plains (flat & grassy), coast (beaches), & swamp & marshes
- Animals = alligators, birds (woodpeckers & sparrows), snakes, squirrels, tortoises, & turtles
- Plants = wiregrass, trees (pine, cypress, maple, live oaks, blackgum), & water lily
- Places to Visit = Providence Canyon, Okefenokee Swamp, Savannah, Cumberland Island, President Jimmy Carter's home, & Radium Springs
- Some historical figures from this region are: Jimmy Carter, Jackie Robinson, Juliette Gordon Low, John Oglethorpe, Tomochichi, & Mary Musgrove.
- The Chattahoochee, Savannah, & Flint rivers all flow through this region.
- Interesting Fact = It is the largest region in the state and the only one with a coastline.

Coastal Plain

Flint River

Chattahoochee River

Savannah River

| | | | | Objective: Count efficiently within 1,000 by using ones, tens, and hundreds.
How do place value units help us count efficiently?

What connections can you make between counting by using ones, tens, and hundreds, and adding on the number line? | |

Wednesday -

| Standard(s):
**ELAGSE2SL6
ELAGSE2L2
ELAGSE2L1f**

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

SC: *I 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:
<mark>Week 5 Session 21</mark> | Standard(s):
ELAGSE2RL7

LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story.

SC: *I know I am successful when…*
* I can gather information about characters, setting, or plot from illustrations (diagrams, charts, graphic organizers).
* I can gather information about characters, setting, or plot from words in the text (print or digital).
* I can use the information gathered to understand characters, setting, and plot.

Suggested Key Terms: | Standard(s):
ELAGSE2W3

LT: I am learning to write narratives in which I recount an event or short sequence of events.

SC: *I know I am successful when…*
- I can listen to a mentor text to gain more understanding of what I need to do.
- I can determine a personal story I want to tell.

Lesson/Activity:
<mark>Kickoff Volume 1 Week 5 Session 21
Personal Narratives
TE Pages 152-153.</mark> | Standard(s):
**ELAGSE2RF3
ELAGSE2RF4
ELAGSE2L4**

LT: I am learning to identify, blend, build, and spell words with vowel team syllables.
*I am learning to clarify and determine the meaning of words and phrases.
*I am learning to read grade-level text with accuracy.

SC: *I will know I am successful when…*
*I can point out **Long O: oa, o, oe, ow, o_e** spelling patterns.
* I can blend multisyllabic words with **long o.**
* I can predict and provide meaning to individual or unknown words. | Standard(s):
**2.NR.1.2
2.NR.2.3**

LT: We are learning to count forwards and backwards from 1000.
We are learning to add and subtract numbers using different strategies.

SC: *I will know I am successful when…*
❏ I can count forward and backward from any given number by ones to 1000.
❏ I can count forward and backward from any number (that is a multiple of 5) by fives to 1000.
❏ I can count forward and backward by tens from any given number within 1000.
❏ I can count forward and backward by hundreds from any given number within 1000. | Standard(s):
SS2G1ab

LT: I am learning to locate on a map and compare the five major regions of Georgia.
I am learning about the major rivers of Georgia.

SC: *I know I am successful when…*
❏ I can label the five major regions on a map of Georgia.
❏ I can use photographs to identify the different regions of Georgia.
❏ I can locate, describe, and label the Chattahoochee River on a map of Georgia.
❏ I can locate, describe, and label the Savannah River on a map of Georgia.
❏ I can locate, describe, and label the Flint River on |

Column 1 (purple):

TE Pages 42-43
Explore: Shared Writing:
Start A Sentence Tool

Explore

Shared Writing: Start a Sentence Tool

Begin co-creating a tool that shows the four types of sentences and when to use the tool. Build off the nicknames from Session 14 (Week 3, Day 4).

Column 2 (blue):

describe, beginning, illustrations, story details, events, characters, setting, plot, diagrams, charts, graphs

Lesson/Activity:
Unit 2, Lesson 3
TE pages 66-69.

"Yeh-Shen Part 1"
Create Mental Images of Characters

Mentor Text 1

Yeh-Shen (Part 1)
traditional Chinese folktale retold by Yuanyuan Gu

Once upon a time, there was a girl named Yeh-Shen. She lived with her mean stepmother and stepsister. The two women mistreated Yeh-Shen because they were jealous of her unusual beauty. They made her do all of the cooking and cleaning.

Yeh-Shen's only friend was a goldfish. However, one day, her stepmother did the unkindest thing of all. She killed the fish and served him for supper.

6

Create Mental Images

Imagine	Look For
Setting	•Place names •Words that tell where and when •Words that describe physical surroundings (things, weather)
Characters	•Physical descriptions •What others say about characters •Words that describe how people act and talk
Plot	•Characters' interactions •Words that explain why things happen •Characters' reactions to events

Column 3 (salmon/red):

Shared Reading of a Mentor Text

Writers look closely at a mentor text and notice things about the personal narrative that they can do in their own writing.

Pass out mentor texts to students and go over the goals for the unit and how they can annotate the mentor text as you read it.

Note: (The annotating directions are in the mentor text on the page before the actual mentor text.)

Read "The Day I Split My Chin" and discuss the craft moves the author makes that students might want to try.

Column 4 (yellow):

* I can practice blending decodable and HFWs: *here, look, me, play, said, see, she, try, about, because.*

Lesson/Activity:
Unit 2 Week 1
Long O: oa, o, oe, ow, o_e.
Day 3, TE pgs. 64-67
Word Study Resource Book, pgs. 16-17
My Word Study, V1

Vowel team syllable type: long o
• Read Accountable Text "King Midas"
• Spelling
• High-Frequency Words
• Share and Reflect

Column 5 (green):

❏ I can add two two-digit numbers using the part-whole strategy.

Lesson Activity:
Module 1 Part 2 Topic E
Lesson 22
TE Pages 316-327
Use counting strategies to solve *add to with change unknown* word problems.

Students engage in a choral count by tens and notice place value patterns.

Students may look for additional patterns, confirm how to write certain numbers, or simply enjoy recounting a particular count.

Turn and talk:
How are the two methods are similar and how they are different.

Think–pair–share:
How can using place value units help you count efficiently?

Students will apply place value units and understanding to solve an

Column 6 (pink/red):

a map of Georgia.

Lesson/Activity:
Culminating Activity Edible Georgia

Student Activity Sheet: Edible Georgia
A "Yummy" Map of Georgia's Regions & Rivers!

add to change unknown word problem.

Students use the Read, Draw, Write Strategy to solve, then share their work and make connections among different representations.
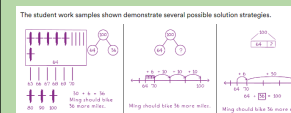
Problem Set 22:

Debrief:
How can counting by place value units help solve problems?

Topic Ticket E:

Thursday -

Standard(s): **ELAGSE2L1f**	Standard(s): **ELAGSE2RL2** **ELAGSE2RL10**	Standard(s): **ELAGSE2W3**	Standard(s): **ELAGSE2RF3** **ELAGSE2RF4** **ELAGSE2L4**	Standard(s): **2.NR.1**	Standard(s): **SS2G1ab**
LT: I am learning to recognize and analyze different sentence types. SC: *I 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.	LT: I am learning to recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. SC: *I know I am successful when…* *I can paraphrase and retell texts in ways that maintain meaning and order. *I can recount folktales from diverse cultures. *I can determine the central message or lesson.	LT: I am learning to write narratives in which I recount an event or short sequence of events. SC: *I know I am successful when…* - I can generate ideas and plan across pages. - I can use organizational structures (beginning, middle, end, and sequence of events).	LT: I am learning to identify, blend, build, and spell words with vowel team syllables. SC: *I will know I am successful when…* *I am learning to clarify and determine the meanings of words. *I am learning to read grade-level text fluently and accurately.	LT: I am learning how grouping can help us count more efficiently. SC: *I will know I am successful when…* ☐ I can show that 100 can be thought of as a bundle of 10 tens- called a hundred. ☐ I can count forward by ones, tens, and hundreds within 1,000, starting at any number. ☐ I can read and write numbers to 1,000 by using base-ten numerals, word form, and expanded form.	LT: I am learning to locate on a map and compare the five major regions of Georgia. I am learning about the major rivers of Georgia. SC: *I know I am successful when…* ☐ I can label the five major regions on a map of Georgia. ☐ I can use photographs to identify the different regions of Georgia. ☐ I can locate, describe, and label the Chattahoochee River on a map of Georgia. ☐ I can locate, describe, and label the Savannah River on a map of Georgia. ☐ I can locate, describe, and label the Flint River on a map of Georgia.
Lesson/Activity: <mark>Week 5 Session 22 TE Pages 44-45 Explore: Shared Writing: Finish the Sentence Tool</mark>	Suggested Key Terms: fables, folktales, diverse cultures, central message, lesson, key details, recount/retell, moral, sequential order	Lesson/Activity: <mark>Kickoff V1 Week 5 Session 22 - Generating Ideas (Using Feelings) TE Pages 154-157.</mark> Students begin generating ideas and planning out their writing by sketching across pages.	SC: *I will know I am successful when…* * I can blend, spell, and read multisyllabic words with **long o**. * I can use **long o** letter patterns and word parts to decode new words. * I can use a root word as a clue to determine meaning when a prefix and/or suffix is added. * I can practice reading HFWs: **here, look, me, play, said, see, she, try, about, because.**	Lesson Activity: <mark>Lesson 23 TE pages 328-336 Organize, count, and represent a collection of objects.</mark> LAUNCH: Students count chorally by tens beyond 10 and explore place value patterns.	Lesson/Activity: <mark>5 Georgia Regions & GA Rivers Review</mark> <u>Regions and Rivers Assessment</u> <u>The Shape of Georgia/Rivers</u>

Vowel team syllable type: long o
- Read Multisyllabic Words
- Decode Unknown Words by Analogy
- Read Accountable Texts "King Midas" and/or "Willow and Toad"
- Share and Reflect

LEARN: Organize, count, record. Students will work with a partner to count and organize items in a counting collection.

1st: Make an estimate, or a good guess, of how many objects are in your collection.

2nd: Make a plan for how you will count your collection.

3rd: Once you count and find the total, show how you counted on your Recording Sheet.

Teacher circulates the room asking questions such as, "What is your plan? Show or tell me how you are counting. How are you keeping track

Inspire - GA Regions Assessment **(2 Versions)**

Georgia Regions Rivers Map.pdf

Georgia Regions Rivers Assessment.pdf

- **Compare & Contrast**
- **Blank Map to Label with Word Bank**

of what you already counted and what you still need to count? What can you write or draw to show how you counted your collection?"

Students will fill in pg. 117 in their workbooks to record their work. Names, objects they will count, estimate, show how you counted, how many did you count in all, write a number sentence to match how you counted.

SHARE, COMPARE, CONNECT: Students discuss and compare strategies for organizing, recording, and counting.

LAND/DEBRIEF: Facilitate a discussion about how grouping can help students to count more efficiently. What were you successful with when counting? If you were to count your collection again, would you count by the same units? How does grouping by larger objects help you count?

Students will complete the Self-Reflection page 118.

Friday -

Standard(s):	Standard(s):	Standard(s):	Standard(s):	Standard(s):	Standard(s):
ELAGSE2SL6	**ELAGSE2RL3**	**ELAGSE2W3**	**ELAGSE2RF3**	**2.NR.1**	**SS2G1ab**

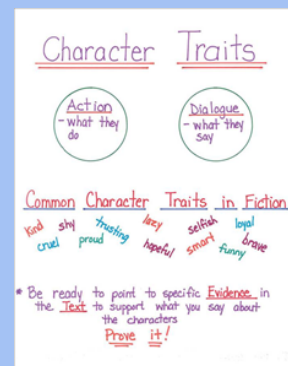|					
ELAGSE2L2 **ELAGSE2L1f** LT: I am learning to recognize and analyze different sentence types. SC: *I know I am successful when…* *I can design a variety of different sentences. *I can use periods, exclamation marks, and question marks correctly. *I can change the endmark to a comma. *I can choose a conjunction that makes sense. *I can use a comma and a conjunction to combine two sentences. Lesson/Activity: Week 5 Session 23 TE Pages 46-47 Explore: Shared Writing: All Types of Sentences	LT: I am learning to describe how characters in a story respond to major events and challenges. SC: *I know I am successful when…* *I can i*dentify internal and external character traits. *I can recognize the triggering/challenging events in a text. *I can describe what the characters do and say, and how they feel about the events. Suggested Key Terms: describe, major events, challenges, character, cause, effect, respond, traits Lesson/Activity: Unit 2, Lesson 5 TE pages 74-77. Unit 2 Week 1 Weekly Assessment	LT: I am learning to write narratives in which I recount an event or short sequence of events. SC: *I know I am successful when…* - I can generate ideas and plan across pages. - I can use organizational structures (beginning, middle, end, and sequence of events). - I can use temporal words such as *a long time ago, today, later, first, next, then, and last* to show the order of events. Lesson Activity: Kickoff V1 Week 5 Session 23 - Adding BME/Use Feelings TE Pages 158-161. **Matching Words to Sketches** Writers think of a feeling to connect with a memorable time to sketch across pages. **Strategy: Adding a Beginning, Middle, and End to Your Sketch** 1. Look at your sketch, and see what's happening there. 2. Say what happens first, next, and after that. 3. Write those words under your sketch.	**ELAGSE2RF4** **ELAGSE2L4** LT: I am learning to identify, blend, build, and spell words with vowel team syllables. *I am learning to clarify and determine the meanings of words. *I am learning to read grade-level text fluently and accurately. SC: *I will know I am successful when…* * I can blend, spell, and read multisyllabic words with *long o*. * I can use *long o* letter patterns and word parts to decode new words. * I can use a root word as a clue to determine meaning when a prefix and/or suffix is added. * I can practice reading HFWs: *here, look, me, play, said, see, she, try, about, because.* Lesson/Activity: Unit 2 Week 1 **Long O: oa, o, oe, ow, o_e.** Day 5, TE pgs. 70-71 Word Study Resource Book, pgs. 16-17 My Word Study, V1, p. 13	LT: I am learning how place value language helps us communicate clearly about math. SC: *I will know I am successful when…* * I can write a three-digit number in unit form to show that each digit represents an amount of hundreds, tens, and ones. *I can show that the numbers 100-900 refer to 1 to 9 hundreds (0 tens 0 ones). *I can count forward by ones, tens, and hundreds within 1,000, starting at any number. Lesson/Activity: Lesson 24 (Start of Topic F) TE pages 342-355 Count up to 1,000 by using place value units. FLUENCY: Match: Totals Within 50 (teachers prep cards) Students identify number bonds with the same total to maintain addition within 100 from grade 1.	LT: I am learning to locate on a map and compare the five major regions of Georgia. I am learning about the major rivers of Georgia. SC: *I know I am successful when…* ❏ I can label the five major regions on a map of Georgia. ❏ I can use photographs to identify the different regions of Georgia. ❏ I can locate, describe, and label the Chattahoochee River on a map of Georgia. ❏ I can locate, describe, and label the Savannah River on a map of Georgia. ❏ I can locate, describe, and label the Flint River on a map of Georgia. Lesson/Activity: **5 Georgia Regions & Major GA Rivers** **Regions and Rivers Assessment** **Inspire -** GA Regions Assessment **(2 Versions)** Georgia Regions Rivers Map.pdf

Explore

**Shared Writing: Use All Types of Sentences**

Use the sentence tool and a starter sentence to write a paragraph about your classroom.

Students begin writing their beginning, middle, and end, using temporal words like first, next, then, and last.

Review and Assess Vowel team syllable type: long o
- Review for Fluency "King Midas" and/or "Willow and Toad"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

- Cumulative Assessment
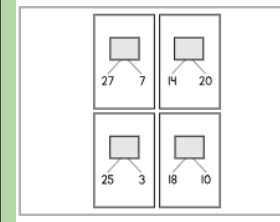
Counting with Ones, Tens, and Hundreds
Students count by ones, tens, or hundreds to build fluency counting within 1,000 and develop place value understanding. (craft stick bundles)
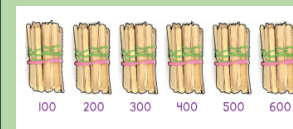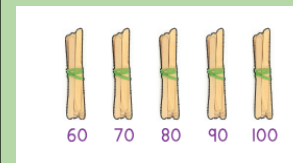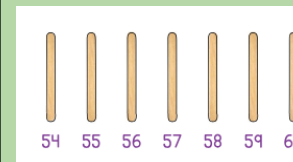
LAUNCH:
Students use place value understanding to notice and analyze patterns. Compare numbers 13 and 31 and the vocabulary word **digit.**

Georgia Regions Rivers Assessment.pdf

- **Compare & Contrast**
- **Blank Map to Label with Word Bank**

LEARN: Count place value units. Students count from 0-124 using the units ones, tens, and hundreds.

Count and record place value units. Students record the count from 476-600 represented as bundles on a place value chart. *Click **Interact** next to slide T3 on Great Minds to access virtual manipulatives.*

Gradual release to workbook pg. 121-122.

DEBRIEF: Everytime we bundled to a new unit, what happened in the boxes? What do you notice about the digits on the place value chart?
What is the largest digit you could write? 9
What is the greatest 3-digit number you could write? 999
What is the smallest 3-digit number you could write? 100

Count from 668 to 900.
Sample:

hundreds	tens	ones
6	6	8
6	6	9
6	7	0
6	8	0
6	9	0
7	0	0
8	0	0
9	0	0