

## Carrie Waters' Week of: September 18-22, 2023 - 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 5 Lesson(s) 21-23 Focus: Compound Sentences *Review May Revisit Previous Lessons	READING Unit 2 Week 1 Lesson(s) 1-5 Unit 2 Week 1 Benchmark Assessment	WRITING Unit 1 Kickoff Week 5 Lesson(s) 24-25 Writing About Places Near & Far - Volume 2 Week 1 Lessons 1-2	PHONICS Unit 1 Week 3 Lesson(s) 11-15 Long A: Vowel Teams *Complete Unit 1	MATH Module 1 Lesson(s) 23-27 Topic F (Part 2) Understand Place Value Units PV, Counting, & Comparing w/in 1,000	SCIENCE Week 2 Patterns in Day and Night Shadows
<b>Monday</b>					
<p>Standard(s):  <b>ELAGSE2SL6</b>  <b>ELAGSE2L2</b>  <b>ELAGSE2L1f</b></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 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.</p> <p>Lesson/Activity:  <b>Week 5 Session 21</b>  <b>TE Pages</b></p>	<p>Standard(s):  <b>ELAGSERL1</b>  <b>ELAGSESL1</b>  <b>ELAGSESL3</b></p> <p>LT: I am learning to ask and answer questions.</p> <p>SC: <i>I will know I am successful...</i>            -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.</p> <p>Suggested Key Terms:            key details, main idea, character, text, title, questions, setting</p> <p>Lesson/Activity:  <b>Unit 2 Lesson 1</b>  <b>TE pages 58-61.</b></p> <p>Students will write on sticky notes to place on the</p>	<p>Standard(s):  <b>ELAGSE2W3</b></p> <p>LT: I am learning to include details in my narrative writing.</p> <p>SC: <i>I know I am successful when...</i>            - I can develop characters through thoughts and feelings.            - I can add details that describe people's actions or the setting.</p> <p>Lesson/Activity:  <b>Kickoff V1 Week 5</b>  <b>Session 24 - Adding Description of Setting</b>  <b>TE Pages 162-165.</b></p> <p>Students add details to capture the setting.</p>	<p>Standard(s):  <b>ELAGSE2RF3abc</b></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 <b>long a, ai, ea, ay, a_e</b>.            *I can read HFWS: <b>he, like, little, no, of, saw, this, to, we, with.</b></p> <p>Lesson/Activity:  <b>Unit 1 Week 3</b>  <b>Long a: a, ai, ea, ay, a_e</b>  <b>Day 1, pgs. 36-39</b>  <b>Word Study Resource Book, p. 10</b>  <b>My Word Study, V1, p. 8</b></p>	<p>Standard(s):  <b>2.NR.1</b></p> <p>LT: I am learning how grouping can help us count more efficiently.</p> <p>SC: <i>I will know I am successful when...</i>  <input type="checkbox"/> I can show that 100 can be thought of as a bundle of 10 tens- called a hundred.  <input type="checkbox"/> I can count forward by ones, tens, and hundreds within 1,000, starting at any number.  <input type="checkbox"/> I can read and write numbers to 1,000 by using base-ten numerals, word form, and expanded form.</p> <p>Lesson Activity:  <b>Lesson 23</b>  <b>TE pages 328-336</b>  <b>Organize, count, and represent a collection of objects.</b></p>	<p>Standard(s):  <b>S2E2.</b></p> <p>LT: We are learning about the sun's position on Earth at various times of the day.</p> <p>SC: <i>I will know I am successful when I can ...</i>  <input type="checkbox"/> I can look and predict the position of the sun at various times of day.  <input type="checkbox"/> I can look and record what I see about the sun's position at various times of day.</p> <p>Lesson Activity:  <b>Patterns In Day &amp; Night</b>  <a href="#">Mystery Science - How Can The Sun Help You If Your Lost?</a></p> <p>Students will create a Sun Finder to show the path the sun takes with</p>

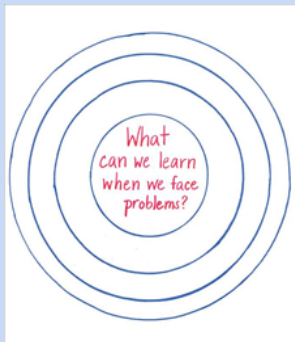
## Explore: Shared Writing: Start A Sentence Tool

### 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).

target chart.



### Adding a Description of Setting to Stories

Writers give details about the time and place in which a story happens.

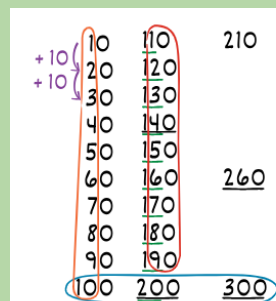
#### Strategy: Adding a Description of Setting

1. Look at your first page, and think about where and when your story takes place.
2. How much does the sketch show readers about the setting?
3. Add some description of the setting with words.
4. Look for a place where the setting changes, and repeat.

### 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

LAUNCH: Students count chorally by tens beyond 10 and explore place value patterns.



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.

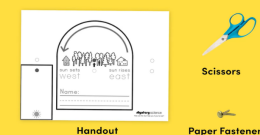
3rd: Once you count and find the total, show how you counted on your Recording Sheet.

We will ...

1	Choose a collection.	
2	Make a good guess.	
3	Make a plan and count.	
4	Record the collection.	
5	Share our work.	

sunrise and sunset each day.

EACH PERSON NEEDS:



				<p>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 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?”</p> <p>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.</p> <p>SHARE, COMPARE, CONNECT: Students discuss and compare strategies for organizing, recording, and counting.</p> <p>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?</p> <p>Students will complete the Self-Reflection page 118.</p>	
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## Tuesday

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 5 Session 22

TE Pages

Explore: Shared Writing:  
Finish the Sentence Tool

Explore

Shared Writing:  
Finish the Sentence Tool

Finish creating the sentence tool from the previous session by adding compound sentences.

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 include details in my narrative writing.

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

- I can develop characters through thoughts and feelings.
- I can add details that describe people's actions or the setting.
- I can add quotation marks to show dialogue where characters are talking.

Lesson/Activity:

Kickoff V1, Session 25  
TE pages 166-169.

Students add dialogue to their writing to show words, thoughts, emotions, and/or actions.

Strategy: Adding Quotes

1. Find a place in the story where a character is talking.
2. Write the character's words in his or her own voice.
3. Be sure to put quotation marks around the words, and use a comma to separate the quote from the rest of the sentence.
4. Find another place where a character is talking.

Standard(s):  
**ELAGSE2RF3abc**  
**ELAGSE2RF4abc**  
**ELAGSE2RL1**

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 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, 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

Standard(s):  
**2.NR.1**

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.

Standard(s):  
**S2E2.**

LT: We are learning about the sun's position on Earth at various times of the day.

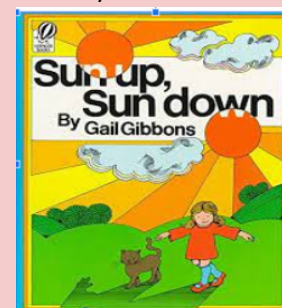
SC: *I will know I am successful when...*

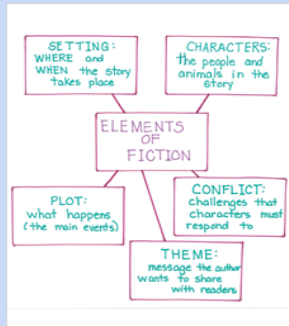
- ☐ I can explain how the sun's "movement" (position in the sky) is caused by Earth spinning.
- ☐ I can model how earth's rotation causes the sun's position in the sky to change.
- ☐ I can use words to explain how we have day and night.

Lesson Activity:

Patterns In Day & Night PPT.

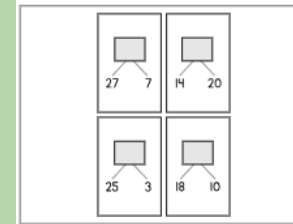
Read aloud Sun Up, Sun Down by Gail Gibbons.





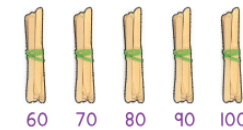
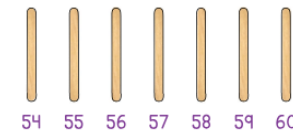
### Vowel team syllable type: long a

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



### 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)



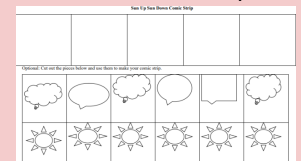
### LAUNCH:

Students use place value understanding to notice and analyze patterns. Compare numbers 13 and 31 and the vocabulary word **digit**.

**Position of Sun Comic-**  
Have students illustrate their own day in comic strip format using the book as inspiration.

Students should describe a day in their life, noting the time of day and the position of the sun in each section.

Students may use the recording sheet, Sun Up Sun Down Comic Strip.



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

## 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:

**Week 5 Session 23**

**TE Pages**

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

### We Love Our Classroom!

Our classroom is filled with interesting things! We have books for reading, and we have markers for drawing. Our teacher tells us to take turns. "Share with others, and have fun!" Does any other class have a classroom as interesting as ours? We don't think so.

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

Lesson/Activity:

**Unit 2, Lesson 3  
TE pages 66-69.**

Standard(s):  
**ELAGSE2W3**

LT: I am learning to include details in my narrative writing.

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

- I can develop characters through thoughts and feelings.
- I can add details that describe people's actions or the setting.
- I can add quotation marks to show dialogue where characters are talking.

Lesson/Activity:

**Kickoff V1 Week 5  
Session 25 - Adding  
Dialogue/Quotes  
TE Pages 166-169.**

### Adding Dialogue to Stories

Writers try letting characters speak directly inside the story.

Standard(s):  
**ELAGSE2RF3abc**  
**ELAGSE2RF4abc**  
**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**

Standard(s):  
**2.NR.1.1**

LT: I am learning what unit form tells us about a number.

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).

Lesson Activity:

**Lesson 25  
TE pages 356-367  
Write three-digit numbers in unit form and show the value that each digit represents.**

FLUENCY: Counting the Math Way Within 10  
Students construct a number line with their fingers while counting aloud (review from grade 1).



Take Away All At Once

Standard(s):  
**S2E2.**

LT: We are learning about the length of the day and night throughout the year.

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

- ☐ I can read a data table showing the length of days throughout the year.
- ☐ I can observe (look at) and communicate (using words/pictures) patterns in the length of days throughout the year.
- ☐ I can research and explain why the length of days and nights changes with the seasons.

Lesson Activity:

**Patterns In Day & Night  
PPT.**

[Mystery Science:](#)  
Why do you have to go to bed early in the summer?

Optional: Intercession-  
Partner Reading to  
reinforce the Read-Along  
Mystery



## Explore

### Shared Writing: Use All Types of Sentences

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

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

**Monitor Text 1**

**Yeh-Shen (Part 1)**  
traditional Chinese folktale retold by Tang Yang

Once upon a time, there was a girl named Yeh-Shen. She lived with her mean stepmother and stepister. 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.



## Create Mental Images

Imagine	Look For
Setting	<ul style="list-style-type: none"> <li>Place names</li> <li>Words that tell where and when</li> <li>Words that describe physical surroundings (things, weather)</li> </ul>
Characters	<ul style="list-style-type: none"> <li>Physical descriptions</li> <li>What others say about characters</li> <li>Words that describe how people act and talk</li> </ul>
Plot	<ul style="list-style-type: none"> <li>Characters' interactions</li> <li>Words that explain why things happen</li> <li>Characters' reactions to events</li> </ul>

### Strategy: Adding Quotes

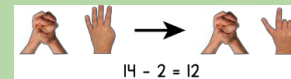
1. Find a place in the story where a character is talking.
2. Write the character's words in his or her own voice.
3. Be sure to put quotation marks around the words, and use a comma to separate the quote from the rest of the sentence.
4. Find another place where a character is talking.

Students add dialogue to their writing to show words, thoughts, emotions, and/or actions.

## Vowel team syllable type: long a

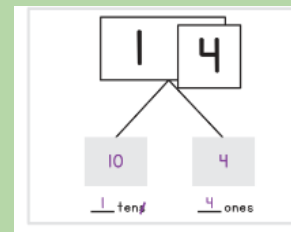
- Read Accountable Text "My Desert Blog"
- Spelling
- High-Frequency Words
- Share and Reflect

Students model related subtraction equations with their fingers.



Whiteboard Exchange: Tens and Ones with Place Value Cards

Students decompose a two-digit number into tens and ones to prepare for similar work within 1,000.



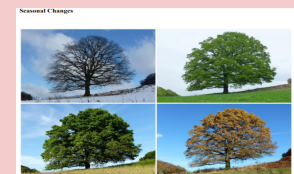
LAUNCH: Students reason about how the unit affects the value of a number.



LEARN: Students express numbers in unit form and show the value that each digit represents (craft stick bundles).  
Standard Form: 243  
Unit Form: 2 hundreds 4 tens 3 ones



Seasonal Change: Picture trees during different seasons.



- Why can we play outside late in the day in the summer, yet at the same time in the winter it gets dark sooner?
- Do all months have the same amount of daylight?

Length of Daylight- How can we find out how much daylight we have in a day?



Month	January	February	March	April	May	June	July	August	September	October	November	December
12:00												
11:00												
10:00												
9:00												
8:00												
7:00												
6:00												
5:00												
4:00												
3:00												
2:00												
1:00												
12:00												

Show students a newspaper with the sunrise and sunset times. Students may also use reference materials such as almanacs or local weather websites.

Have students graph the amount of sunlight in each month.





Show the Value Each Digit Represents: Students use a number bond to show the value that the hundreds, tens, and ones digits represent.

New Terms

Standard form: 243

Unit form: 2 hundreds 4 tens 3 ones

Gradual Release to workbook pages 127-129

DEBRIEF: Write three-digit numbers in unit form and show the value that each digit represents. Compare 642 and 264. What does unit form tell us about a number?

hundreds	tens	ones	hundreds	tens	ones
6	4	2	2	0	6

hundreds	tens	ones	hundreds	tens	ones
2	6	4	6	4	0

Exit Ticket 25:

1. Show the hundreds, tens, and ones.

2. Write 905 in unit form.

9 hundreds 0 tens 5 ones

Students may use graph paper, or the handout provided, Length of Day.

Students will use their graphs to create a table describing the amount of daylight in each season.

Standard(s):  
ELAGSE2L1f

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

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:

Day 1 - Review:  
Model: how ideas and details can be grouped by how they are the same or different.

\*Explain: Some sentences tell how two things are the same. Some sentences tell how two things are different.

\*Create a Venn diagram showing how these two sports are similar and different.

Standard(s):  
ELAGSE2RL2  
ELAGSE2RL10

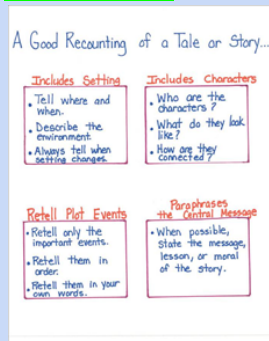
LT: I am learning to recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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.
- Suggested Key Terms: fables, folktales, diverse cultures, central message, lesson, key details, recount/retell, moral, sequential order

Lesson/Activity:

Unit 2, Lesson 4  
TE pages 70-73.



Standard(s):  
ELAGSE2W2

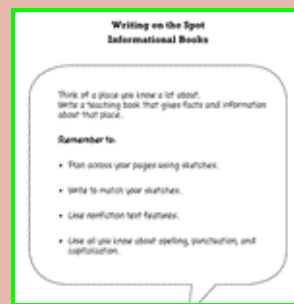
LT: I am learning how to write an informational text.

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

- \*I can come up with ideas and make plans for informational books.
- \*I can design books with a reader in mind.
- \*I can use visual and written details.
- \*I can edit my writing for accuracy.

Lesson/Activity:

Volume 2, Week 1,  
Session 1  
Gearing up for the Unit,  
Write on the Spot,  
TE pages 10-11.



Teachers introduce students to informational writing.

Students write on the spot about a habitat they know a lot about.

Standard(s):  
ELAGSE2RF3abc  
ELAGSE2RF4abc

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.

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:

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

Standard(s):  
2.NR.1.1

LT: I am learning about the order of units when a number is written in expanded form.

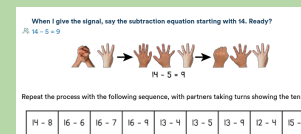
SC: *I will know I am successful when...*

- ☐ I can read and write numbers to 1,000 by using base-ten numerals, word form, and expanded form.

Lesson Activity:

Lesson 26  
TE pages 368-380  
Write base-ten numbers in expanded form.

FLUENCY: Take Away All At Once (with partners)  
 $14 - 3 = 11$   
 $14 - 5 = 9$  and follow the sequence on TE pg. 371



Counting with Ones, Tens, and Hundreds  
Count from 134-700 using ones, tens, hundreds. (craft stick bundles).

Whiteboard Exchange:  
Students will decompose numbers into Hundreds,

Standard(s):  
S2E2.

LT: We are learning about how shadows change throughout the day.

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

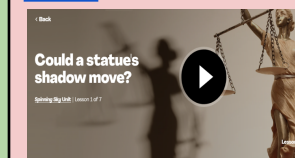
- ☐ I can describe what causes a shadow.
- ☐ I can design a plan for a structure that shows how shadows change throughout the day.
- ☐ I can build a structure using my design plan.
- ☐ I can record and communicate information about shadows' changes throughout the day.
- ☐ I can explain how the sun's position affects the size and shape of a shadow.

Lesson Activity:

Patterns In Day & Night  
PPT.

Mystery Science:

[Could A Statue's Shadow Move?](#)



Model & Guided Practice:

\*Write a simple sentence for each. (examples)

***Soccer and baseball are both team sports.***

***Soccer is easier to play than baseball.***

Have students assist in creating a compound sentence that explains how the two sports are the same or different.

Independent:

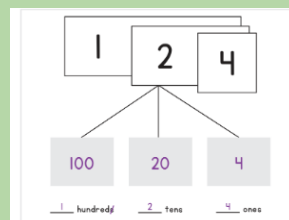
\*Students will practice writing a different compound sentence using a comma and a conjunction.

**Informational Look-Fors Checklist**

By watching students write and looking at their assessments, gather information to help you make future instructional choices throughout the unit.

Goal	Observations	Groupings	Other Notes
Students come up with ideas and make choices for informational topics			
Students design projects with a reader in mind			
Students use detail and other details			
Students add their writing for assessment			
Students seek and feedback their partners			

Tens, and Ones with Place Value Cards



**LAUNCH:** Students use place value understanding and mental math strategies to find the total.  $7 + 30 + 60 + 3$

Today, we will see if the order of the units matters when we represent numbers in a new form.

**LEARN:** Expanded Form in Unit Order

352

100 100 100 10 10 10 10 10

1 1 (count up chorally)

Expanded Form OUT of order

$10 + 10 + 10 + 10 + 10 + 1 +$

$1 + 100 + 100 + 100 = 352$

$50 + 2 + 300 = 352$

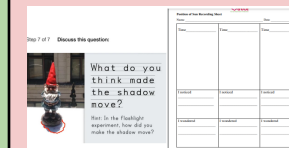
Repeat with the number 132.

Workbook pg. 135-136

**DEBRIEF:** What is the same and different about the equations on problem #4? When we are writing in expanded form, does the order of the units matter?

Activity: [Shadow Gnomes](#)

At the end of the day, ask students why they think their morning and afternoon shadows pointed in different directions.



Optional:

Create Shadow Pictures

[Me & My Shadow](#)

[Part 1 - Mini Matisse](#)

2nd Grade Video - ...



Explain at various times light from the sun falls differently on objects on the Earth, forming different-shaped shadows.

Ask students what made the shadow. Each of them is a shadow formed from sunlight being blocked by an object.

Ask students if they can tell which object formed each shadow.

				<p>No</p> <p>Exit Ticket 26:</p> <p>1. Write in standard form.</p> $10 + 10 + 1 + 1 + 100 + 100 + 100 = \underline{322}$ $400 + 70 + 6 = \underline{476}$ $9 + 700 = \underline{709}$ <p>2. Write in expanded form.</p> $435 = \underline{\hspace{2cm}} \quad 400 + 30 + 5$ $340 = \underline{\hspace{2cm}} \quad 300 + 40$	
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## Friday

<p><b>Standard(s):</b> <b>ELAGSE2L1f</b></p> <p>LT: I am learning to produce, expand, and rearrange complete simple and compound sentences.</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 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.</p> <p><b>Lesson/Activity:</b></p>	<p><b>Standard(s):</b> <b>ELAGSE2RL3</b></p> <p>LT: I am learning to describe how characters in a story respond to major events and challenges.</p> <p>SC: <i>I know I am successful when...</i>          *I can identify 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.</p> <p>Suggested Key Terms: describe, major events, challenges, character, cause, effect, respond, traits</p>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b></p> <p>LT: I am learning to analyze an informational mentor text.</p> <p>SC: I will know I am successful when...          *I can determine the features and techniques used in a mentor text.          *I can point out how writers include details.          *I can imagine illustrations to use in my own writing.</p> <p><b>Lesson/Activity:</b>          Volume 2, Week 1, Session 2          Studying a Mentor Text TE pages 12-17.</p> <p>Part 1: Students will study</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3abc</b> <b>ELAGSE2RF4abc</b></p> <p>LT: I am learning to build and spell words with vowel team syllables.          *I am learning to read multisyllabic words with <i>long a</i>.          *I am learning to read grade-level text fluently and accurately.</p> <p>SC: <i>I will know I am successful when...</i>          *I can blend, spell, and read one-syllable and multisyllabic words long a.          *I can use <i>long a</i> letter patterns and word parts to decode new words.          *I can read HFWs: <i>he, like, little, no, of, saw, this, to, we, with.</i></p>	<p><b>Standard(s):</b> <b>2.NR.1.1</b></p> <p>LT: I am learning how numbers can be read and written in different ways.          SC: <i>I will know I am successful when...</i>  <input type="checkbox"/> I can write a three-digit number in unit form to show that each digit represents an amount of hundreds, tens, and ones.  <input type="checkbox"/> I can show that the numbers 100-900 refer to 1 to 9 hundreds (0 tens 0 ones).  <input type="checkbox"/> I can read and write numbers to 1,000 by using base-ten numerals, word form, and expanded form.</p> <p><b>Lesson Activity:</b>          Lesson 27          TE pages 382-395</p>	<p><b>Standard(s):</b> <b>S2E2.</b></p> <p>LT: We are learning about how shadows change throughout the day.</p> <p>SC: <i>I will know I am successful when...</i>  <input type="checkbox"/> I can describe what causes a shadow.  <input type="checkbox"/> I can design a plan for a structure that shows how shadows change throughout the day.  <input type="checkbox"/> I can build a structure using my design plan.  <input type="checkbox"/> I can record and communicate information about shadows' changes throughout the day.</p>
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**Day 2 - Review:**  
Model: how ideas and details can be grouped by how they are the same or different.

\*Review: Some sentences tell how two things are the same. Some sentences tell how two things are different.

\*Create a T-chart showing how swimming and ice-skating are different.

Model & Guided Practice:

\*Write a simple sentence.

***You can swim in a pool.***

***You can ice-skate at a rink or pond.***

Have students rearrange or expand your sentence by creating a compound sentence that tells how swimming and ice-skating are different.

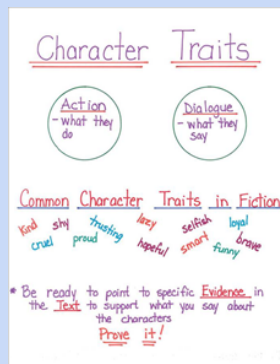
Independent:

\*Students will practice writing a different compound sentence using a comma and a conjunction.

**Lesson/Activity:**

**Unit 2, Lesson 5**  
**TE pages 74-77.**

**Unit 2 Week 1**  
**Weekly Assessment**



two different mentor texts, 'Two Habitats' and 'Welcome to the Tundra' (writing mentor text 2) to determine what other authors do to teach.

Part 2: Students will participate in a shared writing to list different places they know a lot about and then sketch all they would see there.

This is the beginning of their informational writing.

**Strategy: Thinking of a Place to Draw**

1. Think of a place you have been to or a place you already know things about.
2. List across your fingers or on a piece of paper all of the things you would see there.
3. Make a sketch of the place and what you would see there on a piece of paper.

**Lesson/Activity:**

**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**

**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

**Read, write, and relate base-ten numbers in all forms.**

**FLUENCY: Sprint-Count by Ones, Tens, Hundreds (workbook pg. 140 & 142)**

Write the unknown number.

1.	2, 3, 4, ____	5
2.	12, 13, 14, ____	15
3.	20, 30, 40, ____	50
4.	120, 130, 140, ____	150

Direct students to Sprint A. Frame the task.

Students will work on Sprint A for one minute.

Teacher reads answers while students check their work. The number correct on Sprint A becomes their goal for Sprint B. Students work on Sprint B for one minute. Teacher reads answers while students check their work. Ask students who improved from A to B to stand for a quick celebration.

**LAUNCH: Which One Doesn't Belong? activity**

two hundred thirteen	$3 + 10 + 200$
	21 tens 3 ones

**LEARN: Numbers in Word Form (remove this page from student books).**

☐ I can explain how the sun's position affects the size and shape of a shadow.

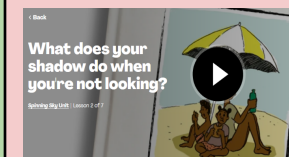
**Lesson Activity:**

**Patterns In Day & Night PPT.**

Mystery Science

Read Aloud:

[What Does Your Shadow Do When You're Not Looking?](#)



Activity:

Trace Your Shadow

Your students can trace their shadows, just like Jada did.

[My Shadow & Me](#)



1	one	11	eleven	10	ten
2	two	12	twelve	20	twenty
3	three	13	thirteen	30	thirty
4	four	14	fourteen	40	forty
5	five	15	fifteen	50	fifty
6	six	16	sixteen	60	sixty
7	seven	17	seventeen	70	seventy
8	eight	18	eighteen	80	eighty
9	nine	19	nineteen	90	ninety
10	ten	20	twenty	100	one hundred

Then, preview and discuss.  
How would we write 81?  
The *teen* numbers are one word, not two.

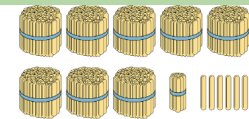
#### Different Forms, Same Value

Students walk around with cards (teacher prep) and find classmates who have the same number in a different form.

Workbook pg. 145-146

DEBRIEF: How can numbers be represented in different ways? How are different forms of a number related?

Topic Ticket F (use rubric to grade as summative assessment)



Write the number in these forms.

- Standard form: 817
- Word form: eight hundred seventeen
- Unit form: 8 hundreds 1 ten 7 ones
- Expanded form:  $800 + 10 + 7$