

Carrie Waters' Week of: October 02-06, 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 2 Week 1 Lesson(s) 1-4 Punctuation Concentration Commas	READING Unit 2 Week 3 Lesson(s) 10-13 Benchmark Unit Assessment Characters Learn & Grow	WRITING Writing About Places Near & Far Volume 2 Week 2 Lessons 7-10	PHONICS Unit 2 Week 2 Lesson(s) 6-10 Characters Learn & Grow Long E Vowel Teams Cumulative Assessment	MATH Continue Module 1, Topic H Lessons 32-35 Start Topic I-Compare two 3-Digit Numbers in Different Forms	SCIENCE Intercession & Review Patterns In Day & Night Seasonal Changes Conclude Unit
Monday					
<p>Standard(s): ELAGSE2L1f ELAGSE2L2b</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising</p>	<p>Standard(s): ELAGSE2RL3</p> <p>LT: I am learning to describe how the characters in a story react to important (major) events or challenges in stories.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can describe characters using character traits/feelings. <input type="checkbox"/> I can identify the major events or challenges in a story. <input type="checkbox"/> I can use text evidence to describe how characters respond to major events/challenges. <input type="checkbox"/> I can name the turning point of the story when the main character does something to solve the problem.</p>	<p>Standard(s): ELAGSE2W5 ELAGSE2RI5</p> <p>LT: I am learning to focus on a topic to write about by drawing sketches.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can choose a place to write about and picture it in my head. <input type="checkbox"/> I can name topics that I see in my head across my fingers, including those things that live there. <input type="checkbox"/> I can sketch and label these topics.</p> <p>Lesson/Activity: Volume 2, Week 2 Session 7 Sketching ideas for informational writing, pages 36-39.</p>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read and spell words with vowel teams.</p> <p>SC: <i>I will know I am successful...</i> <input type="checkbox"/> I can identify the long vowel sounds. <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words. <input type="checkbox"/> I can identify the sounds for common vowel teams.</p> <p>Lesson/Activity: Week 2 Day 6</p>	<p>Standard(s): 2.NR.1.1</p> <p>LT: We are learning to explain values of numbers.</p> <p>SC: <i>I will know I'm successful when I can...</i> -Compose (put together) three-digit numbers using ones, tens, and hundreds using concrete materials. -Decompose (take apart) three-digit numbers using ones, tens, and hundreds using concrete materials. -I can explain the value of the number I have composed or decomposed.</p> <p>Lesson/Activity: Lesson 32-Exchange 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.</p> <p>Fluency: Whiteboard</p>	<p>Standard(s): S2E1a, S2E1b</p> <p>LT: We are learning about the physical attributes of stars. We are learning about the brightness and size of the sun.</p> <p>SC: <i>I will know I'm successful when I can...</i> <input type="checkbox"/> I can describe the physical attributes of a star: size, color and brightness. <input type="checkbox"/> I can compare our sun to other stars in the sky.</p> <p>Lesson/Activity: Intro: The Sun Song or Read Aloud: The Sun Is Kind of a Big Deal</p> <p>Review: NASA Space Place</p>

sentences.

□ I can rearrange parts of sentences without changing the meaning.

□ I can recognize that a comma indicates a pause in text.

□ I can determine where the comma is placed in a greeting.

□ I can determine where the comma is placed in a closing.

Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange punctuation, commas, capitalization

Lesson/Activity:

Unit 2 Week 1
PreAssessment
Day 1, TE pgs. 56-57

Pre-Assessment

Share the unit goals and the types of punctuation that are the focus of this unit.

*Distribute the "Exploring What We Know About Punctuation"

*Have students work individually and/or in partnerships to complete a pre-assessment.

Lesson/Activity:

Unit 2 Week 3
Lesson 11
TE pages 98-101

"Great Girls' Contest"
Describe Characters and
How They Respond to
Challenges

Character Traits

Action - what they do

Dialogue - what they say

Common Character Traits in Fiction

kind, shy, trusting, loyal, brave, cruel, proud, helpful, smart, funny, lazy, selfish

* Be ready to point to specific Evidence in the Text to support what you say about the characters. Prove it!

Sample Character Traits Anchor Chart

Students sketch out their pictures for their habitat.

Sketching Ideas for Informational Writing

Writers think about ideas by listing and sketching places in the world that people live.

Strategy: Sketching Topics

1. Choose a place and picture it in your head.
2. Name topics that you see in your head across your fingers, including those things that live there.
3. Sketch and label these topics.

Strategy: Grouping Topics into Categories

1. Think about your topics from your sketch.
2. Ask yourself: "Which topics might fit together into a category?"
3. Give that category a name.
4. Gather as many pages as you think you will need for each category.

TE pages

Word Study Resource

Book, p. 18

My Word Study, Volume 1, p. 14

Phonics Song Ea/Ee

Focus Skill(s):

Long E Vowel Teams:

ee, ea, e, y, ey, ie, e_e

HFws: after, before, call, do, earth, father, give, her, know, large, here, look, me, play, said, see, she, try, about, because

Suggested Key Terms:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, prefix, suffix, base word, homophones, meaning, common, spelling-sound correspondences, spelling patterns, orally, irregular vowel pattern, HFws

Vowel team syllable

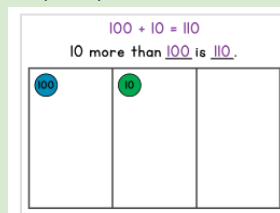
type: long e

- Phonological Awareness: Oral Blending and Segmenting Words with Initial Blends
- Spelling-Sound Correspondences
- Blend Words
- Transition to Multisyllabic Words
- Spelling Patterns Quick Check
- High-Frequency Words
- Share and Reflect

Exchange-10 and 100

More

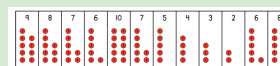
Write an equation 10 more than 100, 100 more than 100. Repeat with 136, 107, and 190.



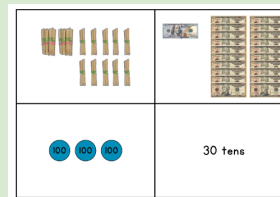
Counting with Ones, Tens, and Hundreds

Count from 194 to 760 with sticks and bundles.

5-Groups to 10: Place Value Disks with Subitizing Quantities. How many more to get to ten?



Launch: Which One Doesn't Belong?



Learn: Exchange Place Value Units

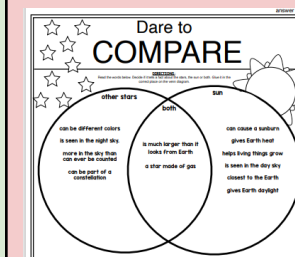
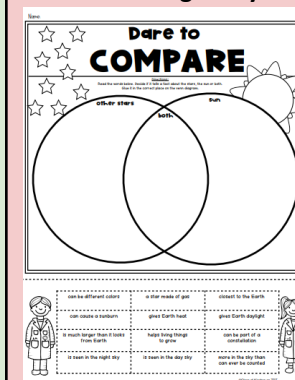
Display an Unlabeled Chart with 14 ones disks.

What do you notice? Make the connection to

How Does Our Sun Compare to Other STARS?

Activity:

Sort It: Dare to Compare Stars In the Night Sky



*Note: You may use the included pre-assessment or make your own with content that is familiar to your students.

*Teachers will circulate and jot down any observations.

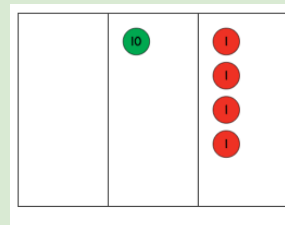
Pre-Assessment

Pre-Assess: End Punctuation and Commas

Give a list of different sentences using three types of end marks and commas in a series. Ask students to write what they know about them.

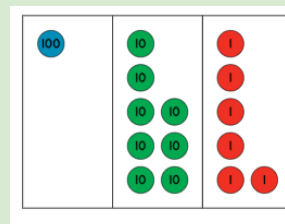


exchange ten ones for a 1 tens disk like we've done before with sticks and bills.



Count On by Using Place Value Disks

Show 186 with place value disks. Be sure to show your units in 5-group columns. Count to 300.



Apply Place Value Understanding

Workbook pg. 196-Beth has 124 cookies. She can put 10 cookies in a pack. How many packs can Beth fill? How many more cookies does she need to fill a new pack? Work with a partner using Read-Draw-Write.

Problem Set pg. 197-200.

Land/Debrief: How

<p>Name: _____ Date: _____</p> <p>Exploring What We Know About Punctuation Below are sentences that include different punctuation. Jot down what you know about the punctuation you see. (Be sure to include the name of the punctuation mark, what its job is in a sentence, or anything else you know.)</p> <p>Sentence #1: Yeh-Shen is the main character in the Chinese folktale named for her.</p> <p>Sentence #2: She does the cooking, cleaning, and washing.</p> <p>Sentence #3: Do you like apples, bananas, or oranges?</p>				<p>many ones make 1 ten? How many tens make 1 hundred? How do we know to make a new unit? How is counting place value disks similar to and different from counting craft sticks or dollar bills?</p> <p>Students will complete and turn in Exit Ticket #32 for a formative grade.</p>	
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Tuesday

<p>Standard(s): ELAGSE2L1f ELAGSE2L2b</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences 	<p>Standard(s): ELAGSE2L4</p> <p>LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize grade-appropriate words and their meaning. <input type="checkbox"/> I can use prior knowledge to help determine the meaning of a word or phrase. <input type="checkbox"/> I can think about what is happening in a sentence to help me determine the meaning of a word or phrase. 	<p>Standard(s): ELAGSE2SL1 ELAGSE2SL4 ELAGSE2SL3</p> <p>LT: I am learning to collaborate with writing partners.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> *I can use my sketches as a guide to practice what I will teach. *I can teach my partner all I know about my topic. *I can actively listen to my partner teach me about their topic. *I can ask and answer questions to clarify understanding. <p><u>Suggested Key Terms:</u> collaborative, listening, respectful, discussions,</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words. <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds. 	<p>Standard(s): 2.NR.1.1</p> <p>LT: We are learning to explain values of numbers.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> -Compose (put together) three-digit numbers using ones, tens, and hundreds using concrete materials. -Decompose (take apart) three-digit numbers using ones, tens, and hundreds using concrete materials. -I can explain the value of the number I have composed or decomposed. <p>Lesson/Activity: Lesson 33-Model numbers with more than 9 ones or 9 tens.</p>	<p>Standard(s): S2E2</p> <p>LT: We are learning about the sun's position on Earth at various times of the day. We are learning about how shadows change throughout the day. We are learning about the length of the day and night throughout the year.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use words to explain how we have day and night. <input type="checkbox"/> I can research and explain why the length of days and nights changes with the seasons. <p>Lesson/Activity: Intro: Seasons Suite</p>
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by adding details, combining, or revising sentences.

□ I can rearrange parts of sentences without changing the meaning.

□ I can recognize that a comma indicates a pause in text.

□ I can determine where the comma is placed in a greeting.

□ I can determine where the comma is placed in a closing.

Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange Letters, punctuation, greetings, body, closings, commas, capitalization

Lesson/Activity:

Unit 2 Week 1
Immersion
Mentor Text 1
Day 2, TE pgs. 58-59

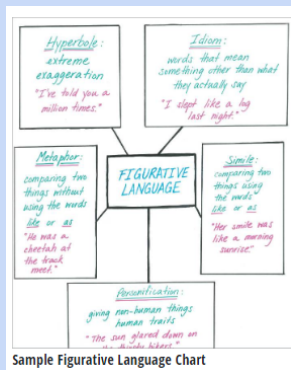
*Distribute Mentor Text 2, "Yeh-Shen Deserves Her Happy Ending."

*Have students work together to underline punctuation in the text. Assist students in making a list of observations and questions about the punctuation marks and

Lesson/Activity:

Unit 2, Week 3
Lesson 12
TE pages 102-105

"Great Girls' Contest"
Build Vocabulary: Use
Context to Understand
Idioms



remarks, clarifications, explanation, conversations

Lesson/Activity:

Volume 2, Week 2,
Session 8

Coming Up with Details

Writers imagine animal habitats they have read about to sketch pictures and write words.

Strategy: Talking About Sketches

1. Place sketch and writing in between you and your partner.
2. Tell your partner about the place/habitat you plan to teach about.
3. Point to each picture and explain what you plan on writing about that picture.
4. Listen for feedback and/or questions your partner may have.

Strategy: Comparing Sketches

1. Think about a topic from one of your categories.
2. Sketch it on half of your picture space.
3. On the other half of your picture space, draw something that is similar to or different from your original sketch.
4. Use this to write and teach your reader about how these are similar/different.

□ I can read at the appropriate speed (not too fast or slow).

Lesson/Activity:

Week 2 Day 7
TE pages
Word Study Resource
Book, p. 19
My Word Study, Volume 1,
p. 15

Focus Skill(s):

Long E Vowel Teams:
ee, ea, e, y, ey, ie, e_e

Vowel team syllable type: long e

- Phonological Awareness: Delete Initial Sound in a Blend
- Build Words
- Read Interactive Text "Why Monkeys Live in Trees"
- Spelling
- High-Frequency Words
- Blend and Build Plural Words
- Share and Reflect

Fluency: Whiteboard Exchange-10 and 100 Less Write an equation to show 10 less than 110, 100 less than 110. Repeat with 240, 215, and 208.

110 - 10 = 100
10 less than 110 is 100.

Whiteboard Exchange: Model Number with Place Value Disks

Show 3 hundreds, 6 tens, and 5 ones with place value disks. Students write the value in standard form and expanded form. Repeat with other sequences on Unlabeled Charts and place value disks. Leave these materials out for LEARN.

Launch: Today we will represent, or show, numbers with more than 9 ones or 9 tens.

Learn: Students model 140 with tens and ones place value disks.

Or

[How the Sun Affects the Earth.](#)

Review:

[NASA Space Place Earth & Sun](#)

Activity:

Objects In the Night Sky
Flip Book - My Day & Night Observations Flip Book

My Day and Night Sky Observations

discuss what each punctuation mark does to a sentence.

Explore

Look at a Mentor Text

List out any observations about Mentor Text 1. Underline the punctuation. Talk to a partner to discuss what this punctuation does to the sentence.

Some sentences have periods.

Why do some sentences have many commas?

Some sentences have commas.

Sometimes a comma follows the first word in a sentence.

I use an excited voice when I see this: !

Yeh-Shen Deserves Her Happy Ending

This sentence ends with a period.

This sentence has commas.


This compound sentence has a comma before the conjunction and.

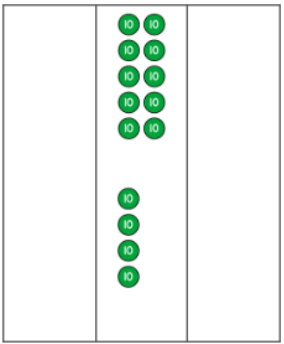
This sentence ends with a question mark.

This sentence ends with a comma.

This sentence ends with an exclamation mark.

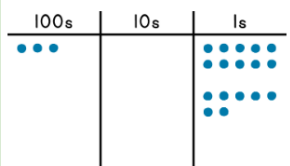
Yeh-Shen has many hardships but shows good character traits. She deserves the fairy-tale ending where she marries the king. Yeh-Shen has to live with a stepmother and stepbrothers who treat her badly. She does the cooking, cleaning, and washing. Her only friend, a goldfish, is killed by the stepmother. Yikes, why would she do something so terrible? Yeh-Shen is sad, but she doesn't give up. Everyone at the festival looks at Yeh-Shen because she is beautiful. However, when her stepbrother stole of her, Yeh-Shen runs home. I think that's because she is being modest. Even though the lost golden slipper is hers, Yeh-Shen tries to get it back from the king. He sees her and knows Yeh-Shen is the one he has been looking for. How do you think the story ends? They live happily ever after!





What is the value of 14 tens?

Draw on a Place Value Chart: Transition from place value disks (concrete) to drawing on a place value chart (representational). Draw 3 hundreds, 1 ten, and 7 ones. How can we show 317 with only hundreds and ones?

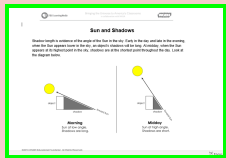


What happened to the 1 ten? When we make an exchange or unbundle a ten, the total stays the same. Then we give it a new name-we rename it with a different unit. Repeat the process with 312 and 104.

Problem set pages 207-209.

				<p>Land/Debrief: What units can you use to represent a 3-digit number?</p> <p>Students will complete and turn in Exit Ticket 33 for a formative grade.</p>	
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Wednesday

<p>Standard(s): ELAGSE2L1f ELAGSE2L2b</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: I will know I am successful when...</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. 	<p>Standard(s): ELAGSE2RL9</p> <p>LT: I am learning to compare (same) and contrast (different) two or more versions of the same story by different authors or from different cultures.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify basic elements of different genres. <input type="checkbox"/> I can recognize a character in the story. <input type="checkbox"/> I can identify the setting in the story. <input type="checkbox"/> I can name the plot in the story. <input type="checkbox"/> I can compare and contrast texts from different cultures. <input type="checkbox"/> I can compare and 	<p>Standard(s): ELAGSE2W2 ELAGSE2W5</p> <p>LT: I am learning to add details to my informational writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> *I can picture in my mind what I want to teach about. *I can remember what I've read or seen about the topic. *I can add new sketches and labels. *I can write sentences that explain in words what I want to teach. <p><u>Suggested Key Terms:</u> fact, definitions, detail, graphic features</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words. <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can recognize common spelling patterns that create long vowel 	<p>Standard(s): 2.NR.1.3</p> <p>LT: We are learning to use place value to represent numbers up to 1,000.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> -compare numbers to 1,000 using various materials. -compare numbers to 1,000 using base ten materials. -compare numbers to 1,000 using pictures. -compare numbers to 1,000 using expanded form. -compare numbers to 1,000 using words. -compare numbers to 1,000 using greater than, less than, equal to symbols (>, <, =). 	<p>Standard(s): S2E2</p> <p>LT: We are learning about how shadows change throughout the day.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain how the sun's position affects the size and shape of a shadow. <p>Lesson/Activity: <i>Intro: Sid the Science Kid-Shadow Smile</i></p> <p>Review:</p> 
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☐ I can expand sentences by adding details, combining, or revising sentences.

☐ I can rearrange parts of sentences without changing the meaning.

☐ I can recognize that a comma indicates a pause in text.

☐ I can determine where the comma is placed in a greeting.

☐ I can determine where the comma is placed in a closing.

Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange Letters, punctuation, greetings, body, closings, commas, capitalization

Lesson/Activity:

Unit 2 Week 1
Immersion
Mentor Text 2
Day 3, TE pgs. 60-61

*Distribute Mentor Text 2, "Dear Nana."

*Have students work together to underline punctuation and make a list of observations and questions about the punctuation marks and

contrast the same text by different authors.

Lesson/Activity:

Unit 2, Week 3
Lesson 13
TE pages 106-109

"Great Girls' Contest" Compare and Contrast Characters in Variant Tales

VARIANT TALES are different versions of a traditional or well-known tale.	
Story elements that can be similar	Story elements that can be different
basic characters	basic characters
conflict	setting (time, place, environment)
resolution	dialogue

Sample Compare/Contrast Variant Tales Chart

Lesson/Activity:

Volume 2, Week 2,
Session 9

Sketching More Details

Writers try out different ways of structuring their writing using two different structures.

Strategy: Sketching More Details

1. Picture an animal that lives in the habitat or place you are writing about.
2. Think about what you have read or seen before about this animal.
3. Ask yourself: "What about the animal might I include in my book? What details do I want to teach my reader about this habitat?"
4. Add to your sketch and labels. Or draw a new sketch that has the animal details you've come up with.
5. Begin writing sentences that explain in words the topics and details you drew in your sketch.

Strategy: Planning Your Writing

1. Look over your sketch and think about what you want to teach.
2. Think about how much you might write and what size sketch you might draw.
3. Choose a paper that matches your plans for writing and sketching.

sounds.

☐ I can read at the appropriate speed (not too fast or slow).

Focus Skill(s):

Long E Vowel Teams:
ee, ea, e, y, ey, ie, e_e

Lesson/Activity:

Week 2 Day 8
TE pages
Word Study Resource
Book, pp. 20-21
My Word Study, Volume 1,
p. 16

Vowel team syllable type: long e

- Read Accountable Text "Bee and Daisy"
- Spelling
- High-Frequency Words
- Share and Reflect

Lesson/Activity:

Lesson 34-Problem solve in situations with more than 9 ones or 9 tens.

Fluency:

Sprint-Expanded Form to Standard Form

Sprint A-1 minute, check answers

Sprint B-1 minute, check answers

Launch: Organize students into 3-person groups, numbered 1, 2, 3. Groups get 2 minutes to study the place value drawings and complete the statement.

Any of them might be chosen to be the spokesperson for their group.

A			B			C		
100s	10s	1s	100s	10s	1s	100s	10s	1s
***	***	***	***	***	***	***	***	***
2 hundreds	17 tens	5 ones	2 hundreds	7 tens	5 ones	2 hundreds	8 tens	20 ones

Today, we will see how we can rename numbers in unit form to find out if 2 numbers have the same value.

Learn: More Than 9 Ones

2 hundreds 5 tens 7 ones	2 hundreds 4 tens 17 ones
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Compare these values on a place value chart.

Can we rename units without a place value chart? How?

Students will work with a

Activity:

[Shifting Shadows:](#)
[Tracing Shadows](#)



Shifting Shadows

Discussion Questions:

What evidence can you look for in shadows on Earth's surface that indicates the changes in the Sun's position in the sky?

How can you use shadows to determine the Sun's position in the sky changes?

Do you have other questions about the relationship between the Sun and shadows?

Work with students to help them think of ways to find answers to their questions.

Did the videos make you think differently about the Sun and shadows? How?

commas used in the text.

*Discuss what each punctuation mark does to a sentence.

Explore

Look at a Second Mentor Text

List out any observations about sentence types and punctuation in Mentor Text 2. Talk to a partner to discuss what the punctuation does to the sentence.

Commas are after the greeting.

Commas separate words.

Punctuation marks show what someone said.

A comma is in the date.

Is this a letter?

A comma is before "but."

a comma separates the day and year in a date

a comma is at the end of a greeting

this sentence ends with a comma

this sentence ends with a question mark

this sentence has a comma before the quotation mark

this sentence ends with an exclamation mark



a comma is at the end of a dialogue

August 25, 2020

Dear Nana,

Please do something about Cindy. She is in kindergarten, but she thinks she is Cinderella. I asked her, "Will you help me get the toilet?" She said, "Well, sweetie, you're a mean elephant!" First, I am not mean. Second, I am not big brother! Then, when she didn't like the story, she cried out, "I wish I had a Fairy Godmother so that I could get new dresses!" Well, actually she was like for soccer practice, and she could not find her left shoe. She ran around the house in tears. I found the shoe for her. I put it on her foot. She then she hugged me and said, "You're my Prince Charming!"

Your loving grandson,
Tad (NOT Prince Charming!)



partner to rename 10 ones as a 1 ten in unit form without the place value chart.

More than 9 Tens: What do you think will happen when there are more than 9 tens? Display 1 hundred 13 tens and 3 ones as students do the same. What do you notice?

3 hundreds 4 tens 12 ones	3 hundreds 2 tens 17 ones
_____ hundreds _____ tens _____ ones	_____ hundreds _____ tens _____ ones

Problem Set workbook pg. 219-221.

Land/Debrief: What can you do when there are more than 9 of a place value unit? Did the place value drawings help you today? How?

Students will complete and turn in Topic Ticket H for a summative grade.

Thursday

Standard(s):
ELAGSE2L1f
ELAGSE2L2b

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

I am learning to use commas in the greetings and closings of a letter when writing.

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

- ☐ I can tell the difference between complete and incomplete sentences.
- ☐ I can tell the difference between simple and compound sentences.
- ☐ I can use conjunctions to join two simple sentences and make them compound.
- ☐ I can expand sentences by adding details, combining, or revising sentences.
- ☐ I can rearrange parts of sentences without changing the meaning.
- ☐ I can recognize that a comma indicates a pause in text.
- ☐ I can determine where the comma is placed in a greeting.
- ☐ I can determine where the comma is placed in a

Standard(s):
ELAGSE2RL4

LT: I am learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning.

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

- ☐ I can identify words or phrases that repeat or rhyme.
- ☐ I can identify literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more powerful way.
- ☐ I can describe how word choices can affect the meaning of a story.
- ☐ I can read a variety of poems, stories, and songs to identify rhyme, rhythm, alliteration, and repetition.
- ☐ I can participate in discussions about rhyme, rhythm, alliteration, and repetition.
- ☐ I can tell a partner how the rhyming or repeating words in a poem or song help my understanding and enjoyment.

Lesson/Activity:

Standard(s):
ELAGSE2W2
ELAGSE2W5

LT: I am learning to add details to my informational writing.

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

- *I can study a mentor text focusing on text features.
- *I can consider which text features would be best for my writing.
- *I can add text features to my writing.

Suggested Key Terms:
fact, definitions, detail, graphic features

Lesson/Activity:
Volume 2, Week 2
Session 10

Planning Out Text Features

Writers study mentor texts to determine the best use of text features and then ask themselves, "Which text features could best help teach about my topic?"

Standard(s):
ELAGSE2RF3
ELAGSE2RF4

LT: I am learning to read two-syllable long vowel words.

I am learning to read and spell words with vowel teams.

I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

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

- ☐ I can recognize the spelling patterns that make vowels change sound in one syllable words.
- ☐ I can identify the long vowel sounds.
- ☐ I can identify the sounds for common vowel teams.
- ☐ I can recognize common spelling patterns that create long vowel sounds.
- ☐ I can read at the appropriate speed (not too fast or slow).

Lesson/Activity:
Week 2 Day 9
TE pages
Word Study Resource

Standard(s):
2.NR.1.3

LT: We are learning to use place value to represent numbers up to 1,000.

SC: *I will know I'm successful when I can...*

- compare numbers to 1,000 using various materials.
- compare numbers to 1,000 using base ten materials.
- compare numbers to 1,000 using pictures.
- compare numbers to 1,000 using expanded form.
- compare numbers to 1,000 using words.
- compare numbers to 1,000 using greater than, less than, equal to symbols (>, <, =).

Lesson/Activity:
Begin Topic I-Lesson 35:
Compare three-digit numbers by using >, <, =.

Fluency: Happy Counting by Ones Within 330. (295 to 330)



5-Groups of Ones, Tens, or Hundreds

Standard(s):
S2E2

LT: We are learning about the appearance of the moon.

SC: *I will know I'm successful when I can...*

- ☐ I can use words and/or pictures to show how the changes in the moon's appearance are caused by the movement of the moon, Earth, and light from the Sun.

Lesson/Activity:

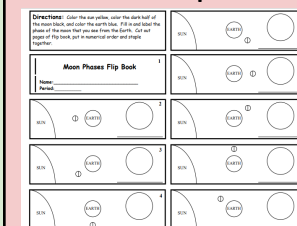
Intro: [Moon Phases Song](#)
or
[The Moon Song - Phases of the Moon](#)

Review:

[NASA Space Place Moon](#)

Activity:

Moon Phases Flip Book



closing.

Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange punctuation, commas, capitalization

Lesson/Activity:

Unit 2 Week 1

Day 4, TE pages 62-63
Compare Mentor Texts

*Model: The two mentor texts next to each other and compare comma usage.

*Have students jot down discoveries about where commas are used in sentences.

*Pose questions that inspire even more discovery, such as:
What words are next to the commas?
How do the authors use commas in the same way?
Where do you see commas used differently?

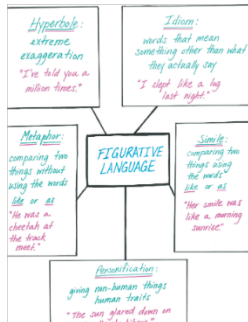
Unit 2, Week 3

Lesson 14

TE pages 110-112

"Since Hanna Moved Away"
Identify Elements of Poetry: Rhyme, Figurative Language, and Repetition

Mentor Text: "Since Hanna Moved Away," page 22



Sample Figurative Language Anchor Chart

ELAGSE2SL1

Unit 2 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 the text.

*I can ask questions to clarify understanding.

Strategy: Planning Out Text Features

1. Reread through a writing mentor text. Look closely at the text features.
2. Ask yourself: "Which text features could best help teach about my topic?"
3. Draw the text feature that would help teach about your topic.

Strategy: Thinking About Text Features

1. Point to a feature that you used.
2. Think about what the feature is showing and how it can help your reader.
3. Write a sentence about what the feature is teaching the reader. You can use the sentence frames:

Book, pp. 20-21

My Word Study, Volume 1, p. 16

Focus Skill(s):

Long E Vowel Teams:

ee, ea, e, y, ey, ie, e_e

Vowel team syllable type: long e

- Read Multisyllabic Words
- Decode Unknown Words by Analogy
- Read Accountable Texts "Bee and Daisy" and/or "Jack and the Bean Tree"
- Share and Reflect

Review and Assess Vowel team syllable type: long e

- Read Accountable Text "Bee and Daisy" and/or "Jack and the Bean Tree"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

- Cumulative Assessment

Display 3 ones and then 3 tens using place value disks. Students wait for teacher's signal to say the answer. Continue with 3 hundreds, 4 ones, 4 tens, 4 hundreds, 6 ones, 6 tens, 6 hundreds, 8 ones, 8 tens, 8 hundreds.

Whiteboard

Exchange-Compare

Numbers

Display 34 and 28.

Write a number sentence using the greater than, less than or equal to symbols to compare the two numbers. $34 > 28$. Read the sentence aloud and repeat with other combinations.

Launch: Which One Doesn't Belong? Why?

85	108
88	8

Today, we will see how we can use place value to compare numbers.

Learn: Compare

pictorially with Place Value Drawings

Draw 74 on a place value chart and have students do the same. Turn and talk about what change they can make on their



K-W-L Chart	8
Books to Help Teach about Moon Phases	8-9
Posters with Definitions for Each Moon Phase	2-14
Moon Phase Calendar to Record the Monthly Phases (also on Easel)	15
Moon Phase Foldable without Definitions - 4 Different Ability Levels	16-21
Moon Phase Foldable with Definitions - 4 Different Ability Levels	22-27
Moon Phase Fan Foldable Book - 4 Different Ability Levels	28-31
Phases of the Moon Wheel - Color - B&W - 3 Different Ability Levels	32-37
Oreo Phases of the Moon - Color - B&W - 3 Different Ability Levels	40-46
Black Paper/White Crayon Moon Phase Activity	47-50
Moon Phases Assessment (also on Easel as a self-checking activity)	51

Explore

Compare Mentor Texts

Notice where the two authors used commas, and make a list of what is the same and what is different.

Commas in Mentor Texts	
Same	Different
<ul style="list-style-type: none">• commas in the middle of a sentence• commas after the first word in a sentence• commas before "but"	<ul style="list-style-type: none">• comma after first line of the letter• comma before signing name in the letter• comma after "said"

Lesson/Activity:

Unit 2, Week 3

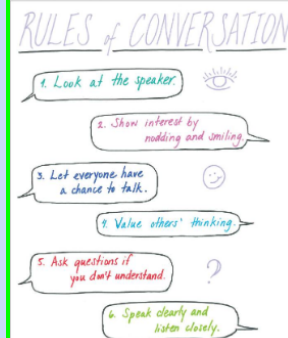
Lesson 15

TE pages 114-117

Unit 2 Assessment

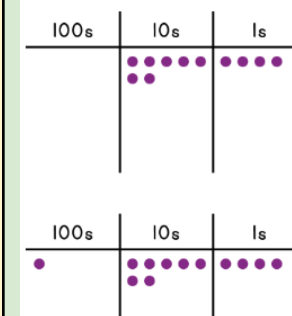
Unit 2: Characters Learn and Grow
Unit Wrap-Up:
Real-World Perspectives

Characters Learn and Grow Constructive Conversation Modeling Script



Sample Rules of Conversation Anchor Chart

charts to show 174.



Which number is greater?

Which number is less?

Use the comparison statements to compare 174 and 74. To compare numbers, we can look at the value of the first digit. Compare 105 and 135. Which is greater? Which is less? Use comparison statements.

Compare with Drawings and Symbols: Students will use the first 2 place value charts to represent 349 and 329. Introduce the symbols at this point. Compare 932 and 934.

Problem Set: Workbook pg. 229-230.

Land/Debrief: Compare 527 and 537. What steps do you take to compare these numbers? How does place value help you compare numbers?

Students will complete

				and turn in Exit Ticket 35 for a formative grade.	
Friday: No School for Students. Parent-Teacher Conference Day!					