

Carrie Waters' Week of: September 25-29, 2023 - Whole Group Lesson Plans

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

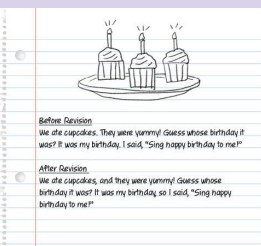
GRAMMAR Unit 1 Week 5 Lesson(s) 24 & Review Editing & Revising Sentences & Post/Complete Unit 1 Designing Sentences	READING Unit 2 Week 2 Lesson(s) 6-9 Unit 2 Week 2 Benchmark Assessment Characters Learn & Grow	WRITING Writing About Places Near & Far Volume 2 Weeks 1 & 2 Lessons 3-6	PHONICS Unit 2 Week 1 Lesson(s) 1-5 Characters Learn & Grow Long o: oa, o, oe, ow, o_e Cumulative Assessment	MATH Module 1 Lesson(s) 28- Topic G Model Base-Ten Numbers Within 1,000 with Money Begin Topic H Compose/Decompose with Place Value Disks	SCIENCE Patterns In Day & Night Moon Phases ROCK YOUR SCHOOL EVENT! "Second Grade Is Out of This World!"
Monday					
Standard(s): ELAGSE2L1f LT: I am learning to produce, expand, and rearrange complete simple and compound sentences. 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. Lesson/Activity: Day 4 Lesson 24	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>I know I am successful when...</i> <input type="checkbox"/> I can create mental images from words and pictures when I read. <input type="checkbox"/> I can gather information about characters, setting, or plot from illustrations <input type="checkbox"/> I can use the information gathered to understand characters, setting, and plot. Suggested Key Terms: illustrations, story details,	Standard(s): ELAGSE2W2 LT: I am learning to analyze an informational mentor text. SC: <i>I will know I am successful when...</i> *I can come up with ideas and make plans for my informational book. *I can organize my information clearly. *I can edit my writing for accuracy. Lesson/Activity: Volume 2, Week 1, Session 3 Another look at a Mentor Text, TE pages 18-21. Part 1: Students will analyze 'Two Habitats' again, but this time for	Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE2L4 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. SC: <i>I will know I am successful when...</i> *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,	Standard(s): 2.NR.1.1 LT: I am learning how dollar bills are related to place value units. SC: <i>I will know I am successful when...</i> -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 100 can be thought of as a bundle of 10 tens-called a hundred. Lesson/Activity: Lesson 28-Use place value understanding to count and exchange \$1, \$10, and \$100 bills. Sort: Number Forms	Standard(s): S2E2 LT: We are learning about the appearance of the moon. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can describe and draw observations of the moon's appearance over time. <input type="checkbox"/> I can describe patterns in the changes of the moon's appearance over time. <input type="checkbox"/> I can predict how the appearance (look) of the moon will change over time based on the patterns I have observed. <input type="checkbox"/> I can use words and/or pictures to show how the changes in the moon's appearance are caused by the movement of the

TE Pages

Explore

Try Out Sentences in Your Writing

Students revise a piece of writing to include the many sentence types they were introduced to in this unit.



Name: _____ Date: _____

Editing Tally Sheet

Strategies	Tally
Write different types of sentences:	
• Telling sentence	
• Outgoing sentence	
• Boxy sentence	
• Feeling sentence	
Combine sentences using joining words.	
Use end punctuation marks:	
• Period .	
• Question mark ?	
• Exclamation mark !	
Other	

Think: Did I use too few? Too many? Just right?

events, characters, setting, plot, mental images

Lesson/Activity:

Day 1, Lesson 6,
TE Pages 78-81.

"The Baker's Dilemma" Create Mental Images of Characters

Create Mental Images

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

organizational structures (title/topic, subheadings).

Part 2: Students will be given 3 pages and students will plan out the different subheadings of their habitat. Ex. If they picked Desert, their subheadings might be Desert Climate, Desert Animals, and Desert Plants.

Week 1: Immersion

Study a Mentor Text and Shared Writing

Writers notice that authors choose a topic and subtopics to organize important information. Then the class picks an idea and creates subtopics with teaching sentences in Shared Writing.

because.

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

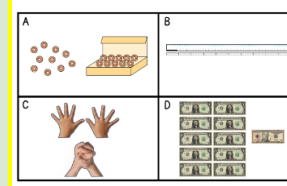
- Phonological Awareness: Oral Blending and Segmenting Words with Final Blends
- Spelling-Sound Correspondences
- Blend Words
- Transition to Multisyllabic Words
- Spelling Patterns Quick Check
- High-Frequency Words
- Share and Reflect

Teacher prep required.

Students sort number cards by value to build fluency with forms of numbers from Topic F.

Counting with Ones, Tens, Hundreds:
Count from 60-607

Launch: Which One Doesn't Belong?



Learn: Count and Exchange Bills

Exchange 10 one-dollar bills for 1 ten-dollar bill

Vocabulary exchange

What can we do with 10 ten-dollar bills?

What pattern keeps repeating as we move up the chart, from the smallest unit to the largest unit?



Draw to Represent Bills

Students represent the same total value more

moon, Earth, and light from the Sun.

Lesson/Activity:

Intro: The Moon

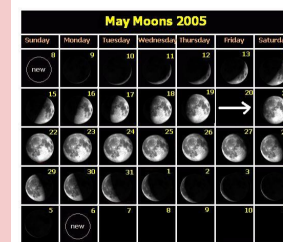
Interactive Read Aloud:
Magic Tree House - Book #8

Midnight On the Moon Chapter Book (35 minutes)

Jack and Annie use the treehouse full of books and to travel to the Moon. Will they be able to find the last 'M' thing and save Morgan?

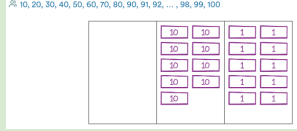
Mystery Science: When Can You See the Full Moon?

Moon Pictures



Students explore all of the different shapes of the Moon that can appear on different nights.

In the activity, My Moon Book, students observe photos of the Moon taken over the course of four

				<p>than one way. \$100 can be one hundred \$1 bills, 10 ten-dollar bills, 0 ten-dollar bills and 10 one-dollar bills.</p>  <p>Gradual release to workbook pgs. 159-160</p> <p>Debrief: Compare and contrast paper money to craft stick bundles.</p> <p>Students complete and turn in Exit Ticket 28 for a formative grade.</p>	<p>weeks and draw pictures of the Moon's phases in their book.</p> <p>Students will use these observations to discover patterns in how the Moon's shape changes and predict when the next full moon will appear.</p>
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Tuesday

<p>Standard(s): ELAGSE2Lf</p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I will know I am successful...</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 	<p>Standard(s): ELAGSE2RL2</p> <p>LT: I am learning to retell different types of stories to share what the author is trying to teach me.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can retell stories read or heard in order and choose details from the beginning, middle, and end. <input type="checkbox"/> I can use details and events from a story and explain the message 	<p>Standard(s): ELAGSE2W2 ELAGSE2W5 ELAGSE2W7</p> <p>LT: I am learning to use facts and definitions to develop points.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> *I can explain what a partner sentence is. *I can use partner sentences in my own writing. 	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE2L4 ELAGSE2RL1</p> <p>LT: I am learning to identify, blend, build, and spell words with vowel team syllables.</p> <p>*I am learning to determine the meaning of words and phrases using a variety of strategies.</p> <p>*I am learning to read grade-level text with accuracy.</p> <p>*I am learning to ask and</p>	<p>Standard(s): 2.NR.1.2</p> <p>LT: I am learning what tools we can use to count by place value units.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -I can count forward by ones, tens, and hundreds within 1000, starting at any number. -I can count backwards by ones, tens, and hundreds within 1000, starting with any number. 	<p>Standard(s): S2E2</p> <p>LT: We are learning about the appearance of the moon.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe and draw observations of the moon's appearance over time. <input type="checkbox"/> I can describe patterns in the changes of the moon's appearance over time. <input type="checkbox"/> I can predict how the appearance (look) of the
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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.

Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange

Lesson/Activity:

Daily Sentence Editing Review: Days 1 & 2

Daily Sentence Editing Activity

*Model sentences 1 and 2.

*Have students assist with sentences 3 & 4.

*GP - Students will work to complete Day 2 independently.

*Teachers will circulate and coach students with capitalization, punctuation, and various sentence types.

*Extended: Volunteers will share ways to expand and combine the different

(lesson/moral) the author is trying to teach me.

Suggested Key Terms:

central message, lesson, moral, story, key details, recount/retell, sequential order

Lesson/Activity:

Day 2, Lesson 7, TE Pages 82-85

"The Baker's Dilemma" Retell (Recount) Fiction

A Good Recounting of a Tale or Story...

Includes Setting

- Tell where and when.
- Describe the environment.
- Always tell when setting changes.

Includes Characters

- Who are the characters?
- What do they look like?
- How are they connected?

Retell Plot Events

- Retell only the important events.
- Retell them in order.
- Retell them in your own words.

Paraphrases the Central Message

- When possible, state the message, lesson, or moral of the story.

Lesson/Activity:

Volume 2, Week 1, Session 4

Studying partner sentences in mentor texts, TE pages 22-25.

Part 1: Students will study 'Two Habitats' for partner sentences. Students will need to understand that the first sentence is a fact and the partner sentence adds more information or gives an example.

Part 2: Students will look at their own writing and try adding partner sentences to their own habitat writing.

Week 1: Immersion:

Strategy: Using Partner Sentences

1. Look for a place in your writing where you taught the reader something about your topic.
2. Ask: "What more do I have to say about this?"
3. Rehearse it out loud before jotting it down.

Study a Mentor Text and Shared Writing

Writers study how authors use partner sentences to elaborate and provide more teaching information to the reader. Then writers elaborate by adding partner sentences to previous sentences in Shared Writing.

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:

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

Lesson/Activity:

Lesson 29: Count by \$1, \$10, \$100.

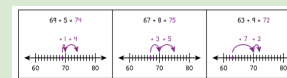
Fluency: Number Line Hop (make sure all students have a personal whiteboard with a number line inside).

65 + 10 = ?

69 + 5 = ?

67 + 8 = ?

63 + 9 = ?



Counting with Ones, Tens, and Hundreds
Count from 70 to 534 using sticks and bundles.

Whiteboard

Exchange: Expanded Form

Write 228 in expanded form. 367, 417, 615, 545, 112, 250, 504 for additional practice.

Launch:

Students count chorally by ones from 776 to 800 and notice patterns.

Learn: Count by \$1, \$10, and \$100

Students count from \$776 to \$900 using dollar bills.

(Direct students to take the Unlabeled Chart from

moon will change over time based on the patterns I have observed.

□ 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:

Read Aloud: Disappearing Moon Reading A-Z. (Level J)



Moon: Calendar of Moon Phases

- What does the moon look like?
- Do we always see the moon?
- Why can we sometimes see the moon in the daytime?
- Why does the moon look differently on different days?

Interactive Read Aloud: Magic Tree House - Book #8

Midnight On the Moon

<p>sentence types.</p> <p>*Reconvene the class and work to read each sentence together. Accompany each sentence with a gesture to assist students in conveying the proper punctuation of each sentence.</p>				<p>their books and insert it into their whiteboards).</p> <p>Skip-Count on the Open Number Line Repeat 776 to 900 on a blank number line.</p> <p>Gradual release to workbook pgs. 167-168.</p> <p>Debrief: Discuss counting strategies on problem set work.</p> <p>Students complete and turn in Exit Ticket 29 for a formative grade.</p>	<p>Chapter Book (35 minutes)</p> <p>Research: What Is Today's Moon Phase?</p> <p>Were You Born On A Full Moon?</p>
Wednesday					
<p>Standard(s): ELAGSE2Lf</p> <p>LT: I am learning to produce and expand</p>	<p>Standard(s): ELAGSE2L4</p> <p>LT: I am learning to use context clues in the</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to elaborate.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE2L4</p>	<p>Standard(s): 2.NR.1.3</p> <p>LT: I can explain that smaller place value units</p>	<p>Standard(s): S2E2</p> <p>LT: We are learning about the appearance of the moon.</p>

<p>complete and compound sentences.</p> <p>SC: <i>I will know I am successful...</i></p> <ul style="list-style-type: none"> ❑ 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. <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange</p> <p><u>Lesson/Activity:</u> Daily Sentence Editing Review: Days 3 & 4</p> <p>Daily Sentence Editing Activity</p> <p>*Model sentences 1 and 2. *Have students assist with sentences 3 & 4.</p>	<p>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"> ❑ I can recognize grade-appropriate words and their meaning. ❑ I can use prior knowledge to help determine the meaning of a word or phrase. ❑ I can think about what is happening in a sentence to help me determine the meaning of a word or phrase. <p><u>Suggested Key Terms:</u> phrase, context, sentence-level, clue</p> <p><u>Lesson/Activity:</u> Day 3, Lesson 8, TE Pages 86-89</p> <div> <p>"Angel Fish" Build Vocabulary: Use Context Clues</p> </div>	<p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> *I can describe how a mentor text uses facts and comparisons. *I can use facts and comparisons in my own writing. <p><u>Lesson/Activity:</u> Volume 2, Week 1, Session 5 Studying nonfiction details in mentor texts, TE Pages 26-29.</p> <p>Part 1: Students will take another look at 'Two Habitats' and study how the authors use facts and numbers to teach about their topic.</p> <p>Part 2: Students will add facts and comparisons to their own writing.</p> <p><u>Week 1: Immersion</u></p> <div> <p>Study a Mentor Text and Shared Writing</p> <p>Writers study how authors use facts and comparisons when they want to teach a reader about a topic. Then writers revise their writing by adding in missing facts and comparisons in Shared Writing.</p> </div>	<p>LT: I am learning to identify, blend, build, and spell words with vowel team syllables.</p> <ul style="list-style-type: none"> *I am learning to clarify and determine the meaning of words and phrases. *I am learning to read grade-level text with accuracy. <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> *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. *I can practice blending decodable and HFWs: here, look, me, play, said, see, she, try, about, because. <p><u>Lesson/Activity:</u> 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</p>	<p>make up larger place value units.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -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 100 can be thought of as a bundle of 10 tens-called a hundred. -I can count forward by ones, tens, and hundreds within 1000, starting at any number. <p><u>Lesson/Activity:</u> Lesson 30-Determine how many \$10 bills are equal to \$1,000.</p> <p>Fluency: Number Line Hop-Subtract by Benchmark Numbers (<i>make sure students have a personal whiteboard with a number line inside</i>).</p> <p>75 - 10 = ? 75 - 6 = ? 71 - 5 = ? 78 - 9 = ?</p> <p>Happy Counting by Ones Within 130</p>  <p>Whiteboard Exchange:</p>	<p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> ❑ I can describe and draw observations of the moon's appearance over time. ❑ I can describe patterns in the changes of the moon's appearance over time. ❑ I can predict how the appearance (look) of the moon will change over time based on the patterns I have observed. ❑ 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. <p><u>Lesson/Activity:</u> Moon Gazing Party!</p> <div> <p>Moon Gazing Party</p> <p>An area neighborhood wants to have an evening picnic under the trees to bring the whole neighborhood together for dinner and moon gazing. They want to have the picnic at 6:00 P.M. on a night with a full moon. The picnic will last until about 10:00 P.M. They want to set up some picnic tables under a tree so that they can eat dinner in the shade. The planning committee needs your input. As a group determine what season would be best for the picnic? Choose a month and date for the picnic. How can they determine where to place the picnic tables? Draw them a map for the picnic tables. What could you use to test out the shadow of the tree to determine the best picnic table placement?</p> </div>
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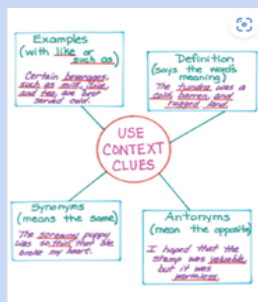
*GP - Students will work to complete Day 4 independently.

*Teachers will circulate and coach students with capitalization, punctuation, and various sentence types.

*Extended: Volunteers will share ways to expand and combine the different sentence types.

*Reconvene the class and work to read each sentence together.

Accompany each sentence with a gesture to assist students in conveying the proper punctuation of each sentence.



Vowel team syllable type: long o

- Read Accountable Text "King Midas"
- Spelling
- High-Frequency Words
- Share and Reflect

Standard Form
Students write 200 + 20 + 8 in standard form

300 + 60 + 7
400 + 10 + 7
600 + 10 + 5
500 + 40 + 5
100 + 10 + 2
200 + 50
500 + 4

Launch: Play the Lucky Day video once. Turn and Talk. Then, play the video a second time.

Learn: Represent and Solve a Money Problem
Students select appropriate models and strategies to determine how many tens are in a thousand.

Think-Pair-Share

Draw Tens	Draw Hundreds	Find a More Efficient Strategy	Reason Abstractly
How many \$10 bills make \$1,000? Show how you know.	How many \$10 bills make \$1,000? Show how you know.	How many \$10 bills make \$1,000? Show how you know.	How many \$10 bills make \$1,000? Show how you know.
How many \$10 bills make \$1,000? Show how you know.	How many \$10 bills make \$1,000? Show how you know.	How many \$10 bills make \$1,000? Show how you know.	How many \$10 bills make \$1,000? Show how you know.

Share, Compare,
Connect-students discuss and reason about representations and solution strategies.

Gradual release to workbook pgs. 177 to 180.

Debrief: How do smaller place value units make up

Moon Gazing Party Planning Guide

What season would be best?	What month?	What day? (phase of the moon)
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Here is a picture of the neighborhood. Where should they place the picnic tables?

Revised by International Day of the Girl

Materials you may need or want: charts/tables for length-of-day and moon-appearance data collection, foil, construction paper, flashlights

Interactive Read Aloud:
[Magic Tree House - Book #8](#)
[Midnight On the Moon Chapter Book](#)
[\(35 minutes\)](#)

				<p>larger place value units? What strategies made the most sense to you? Why? What is one thing you learned today that you'd like to try next time?</p> <p>Students will complete and turn in Topic Ticket G. Use rubric to score for a summative grade.</p>	
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Thursday

<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to produce, expand, and rearrange complete simple and compound sentences.</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> *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><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete</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><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> <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. <p>Suggested Key Terms: describe, major events, challenges, character, cause, effect, respond,</p>	<p>Standard(s): ELAGSE2W2 ELAGSE2W8</p> <p>LT: I am learning to recall information from experiences to brainstorm writing topics.</p> <p><i>SC: I know I am successful when...</i></p> <ul style="list-style-type: none"> *I can ask myself, "What are some places I like to visit?" *I can picture those places in my head. *I can name some of those places across my fingers. *I can share that information with others. <p>Lesson/Activity: Volume 2, Week 2 Session 6 Brainstorming ideas for informational writing, pages 32-35.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4 ELAGSE2L4</p> <p>LT: I am learning to identify, blend, build, and spell words with vowel team syllables.</p> <ul style="list-style-type: none"> *I am learning to clarify and determine the meanings of words. *I am learning to read grade-level text fluently and accurately. <p><i>SC: I will know I am successful when...</i></p> <ul style="list-style-type: none"> *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 	<p>Standard(s): 2.NR.1.3</p> <p>LT: I can determine what models we can use to represent a number.</p> <p><i>SC: I will know I am successful when...</i></p> <ul style="list-style-type: none"> -I can write a three-digit number in unit form to show that each digit represents an amount of hundreds, tens, and ones. -I read and write numbers to 1,000 by using base-ten numerals, word form, and expanded form. <p>Lesson/Activity: Lesson 31: Count the total value of ones, tens, and hundreds with place value disks.</p> <p>Fluency: Happy</p>	<p>Standard(s): S2E2</p> <p>LT: We are learning about the appearance of the moon.</p> <p><i>SC: I will know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe and draw observations of the moon's appearance over time. <input type="checkbox"/> I can describe patterns in the changes of the moon's appearance over time. <input type="checkbox"/> I can predict how the appearance (look) of the moon will change over time based on the patterns I have observed. <input type="checkbox"/> I can use words and/or pictures to show how the changes in the moon's appearance are caused by the movement of the
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sentence, compound
sentence, legible, produce,
expand, rearrange

Lesson/Activity:
Unit 1 Week 5 Day 5
Review, Practice, & Assess
Unit Post Assessment

Post-Assessment

**Assess What
Students Know
About Sentences**

Choice 1: Revisit pre-
assessment and add
new learning.

Choice 2: Write a
selection that
includes the types of
sentences studied.

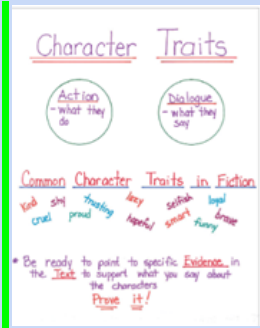
Pre-Assessment Review:

Gathering What We Know About Sentence Types Below are different types of sentences. Jot down what you know about these sentence types.	
Sentence #1: What a huge dessert! I see an exclamation mark.	This exclamatory sentence shows a strong feeling.
Sentence #2: I see rocks and sand. I see a period.	This declarative sentence makes a statement.
Sentence #3: Did you notice the hiding place? I see a question mark.	This interrogative sentence asks a question.
Sentence #4: The sun is shining, and I see clouds in the sky. I see a comma.	I see a comma and a joining word. This is a compound sentence.
Sentence #5: Come over here, please. This sentence gives a command.	This imperative sentence gives a command.

Assessment Practice:

traits

Lesson/Activity:
Day 4, Lesson 9,
TE Pages 90-93



Generating & Developing

**Brainstorming Ideas for
Informational Writing**

Writers come up with
ideas of places to write
about by thinking about
places they love to visit
and the things that live
there.

Students are not
necessarily writing
anything except maybe
lists or ideas. They're just
brainstorming.

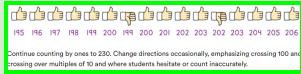
and/or suffix is added.
* I can practice reading
HFWs: *here, look, me,
play, said, see, she, try,
about, because.*

Lesson/Activity:
Unit 2 Week 1
Long O: oa, o, oe, ow, o_e.
Days 4 & 5, TE pgs. 68-69
Word Study Resource
Book, pgs. 16-17
My Word Study, V1, p. 13

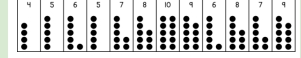
- Vowel team syllable
type: long o**
- Read Multisyllabic Words
 - Decode Unknown Words by Analogy
 - Read Accountable Texts "King Midas" and/or "Willow and Toad"
 - Share and Reflect

- 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 by Ones Within
230



5-Groups to 10: Use
subitizing cards to build
fluency when shown
vertical dots.



Whiteboard Exchange:
Model Numbers with
Money



Launch: Students share
different ways of
representing a 3-digit
number. Show 236 with
drawings, unit form,
expanded form, word
form, expressions)

Learn: Represent
Numbers with Place Value
Disks
Students build numbers
with place value disks and
relate the representations
to bundles and bills.

moon, Earth, and light
from the Sun.

Lesson/Activity:
How do sun and moon
patterns work?

The teacher will read
aloud, EPIC! [Does the Sun
Sleep? Noticing Sun,
Moon, and Star Patterns
by Martha E.H. Rustad](#) or
another text about the sun
and moon.

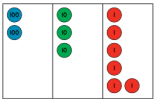
The teacher will ask
students to recall from
earlier explorations and
from the text what
patterns occur with the
sun and moon.

Students will be broken up
into groups to explore
different aspects that we
have studied and present
to the class.

Students should have a
visual model and a written
explanation to present.

Students may do
additional research using
books and websites.
Examples: moon patterns,
shadow patterns, position
of the sun patterns,
seasonal patterns.

Students will present their

<p>Kelisha wrote this text about a garden. Read Kelisha's text, and think about any reasons Kelisha should make. When you finish reading, answer the questions that follow.</p> <p>Juan's Garden</p> <p>(1) Juan wanted to plant a garden. (2) He gathered his gardening tools, and he looked at pictures on his seed packets. (3) "These are beautiful flowers!" (4) He had an important question. (5) "Which kind of seeds should I plant first?" (6) His brother came outside and heard Juan's important question. (7) "Help me decide!" (8) "Well, do you want to plant small flowers or big flowers?" (9) Do you want to plant purple flowers, or blue flowers?" (10) That helped Juan make his decision. (11) He popped the seeds in the ground and covered them with soil. (12) The flowers finally bloomed. (13) Juan was excited. (14) "These are beautiful!" (15) We have the nicest garden ever! (16) Don't you think so?" (17) Juan decided to plant flowers every spring.</p> <p>Answer the following questions.</p> <p>1. Which of these sentences from Kelisha's text is a compound sentence?</p> <p>A. He gathered his gardening tools, and he looked at pictures on his seed packets.</p> <p>B. His brother came outside and heard Juan's important question.</p> <p>C. The flowers finally bloomed.</p> <p>D. "Don't you think so?"</p> <p>Show What you Know About Sentence Types:</p> <p>Name: _____ Date: _____</p> <p>Show What You Know About Sentence Types</p> <p>Compose a text that includes at least one of each of the following: declarative, interrogative, imperative, and exclamatory sentences, and compound sentences (of any sentence type). After you have written your text, write brief notes telling how your sentences reflect your learning from the unit. Here are the steps for the exercise.</p> <p>1. Write a text about something that interests you, such as going to the beach.</p> <p>2. Make sure you include different kinds of sentences and correct punctuation for each sentence.</p>				<p>Display 236 on the Unlabeled Chart.</p>  <p>Problem Solving with Place Value Understanding (Pg. 185) Jade has 5 place value disks. What numbers can she make with all 5 disks?</p> <p>Gradual Release to pg. 187-190.</p> <p>Debrief: What models can we use to represent numbers? Review with bundles and bills.</p> <p>Students complete and turn in Exit Ticket 31 for a formative grade.</p>	<p>projects to the class and allow for the other students to ask questions.</p> <p>Interactive Read Aloud: Magic Tree House - Book #8</p> <p>Midnight On the Moon Chapter Book (35 minutes)</p>
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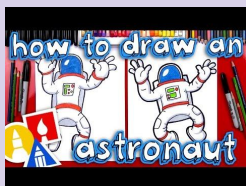
Friday **"ROCK YOUR SCHOOL" DAY: Space Theme - Second Grade Is Out of This World!**

<p>Standard(s): ELAGSE2L1f</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></p> <p>*I can design a variety of different sentences.</p> <p>*I can use periods,</p>	<p>Standard(s): ELAGSE2RL7</p> <p>LT: I am learning to use information from and words in a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I know I am successful when...</i></p> <p><input type="checkbox"/> I can name the turning point of the story when</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></p> <p>*I can choose a place to write about and picture it in my head.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to identify, blend, build, and spell words with vowel team syllables.</p> <p>*I am learning to read grade-level text fluently and accurately.</p> <p>SC: <i>I will know I am</i></p>	<p>Standard(s): 2.NR.1</p> <p>LT: I am learning to read, write, and recognize place value structure.</p> <p>SC: <i>I know I am successful when...</i></p> <p>-I can read base ten block representations accurately.</p> <p>-I can match representations to</p>	<p>Standard(s): S2E2</p> <p>LT: We are learning about the appearance of the moon.</p> <p>SC: <i>I will know I am successful when...</i></p> <p><input type="checkbox"/> I can describe and draw observations of the moon's appearance over time.</p> <p><input type="checkbox"/> I can describe patterns</p>
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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:
ROCK YOUR SCHOOL!
2nd Grade IS OUT OF THIS WORLD!

Directive drawing of an astronaut or spaceship; using compound words come up with a story in reference to the directive drawing.



Optional:
Gold Star Editing!
 Students will edit and revise their writing, by identifying use of punctuation marks in their writing for the different types of sentences.

Students will place a gold star at the end of each sentence that properly

the main character does something to solve the problem.
☐ I can gather information about characters, setting, or plot from words in the text (print or digital).

Suggested Key Terms:
 story details, events, characters, setting, plot, text evidence, turning point

Lesson/Activity:
ROCK YOUR SCHOOL!
2nd Grade IS OUT OF THIS WORLD!

Introduction:
EPIC!
[Sing & Learn Sunny Planets](#)
Solar System
[Nursery Rhyme Song](#)

[Crash Course Kids: Life of the Party](#)
What would Alien Life Be Like? What do you Wonder?

*I can name topics that I see in my head across my fingers, including those things that live there.
 *I can sketch and label these topics.

Lesson/Activity:
ROCK YOUR SCHOOL!
2nd Grade IS OUT OF THIS WORLD!

Picture Perfect Text:
 Picture Perfect STEM Lessons K-2; Lesson: A Birthday is No Ordinary Day



Have students think about what they learned about the moon.

Invite students to share one idea/detail they remember about the moon.

Now think about what this book could be about. I also want you to think about what you would do if you had a birthday party on

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.

Lesson/Activity:
ROCK YOUR SCHOOL!
2nd Grade IS OUT OF THIS WORLD!

Scavenger Hunt for oo words; in yellow/gold glitter or shaving cream (look, moon, spoon, noon, broom, soon, food, too, cool, boot).

Optional: Scavenger Hunt for Short Vowels
 Listen to the story. Teachers will stop the book in various places and to discuss concepts students are needing to understand better.



numbers on a 120 chart.

Lesson/Activity:
ROCK YOUR SCHOOL!
2nd Grade IS OUT OF THIS WORLD!



Students will practice place value recognition through participation in a Watch, Think, Learn (Galactic Version) activity for Rock Your School Day.

Teachers will choose from any of the Place Value Powerpoint activities in this pack.

in the changes of the moon's appearance over time.

☐ I can predict how the appearance (look) of the moon will change over time based on the patterns I have observed.
☐ 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:
ROCK YOUR SCHOOL!
2nd Grade IS OUT OF THIS WORLD!

Review: [Students will watch the Moon Phases for Kids Video.](#)

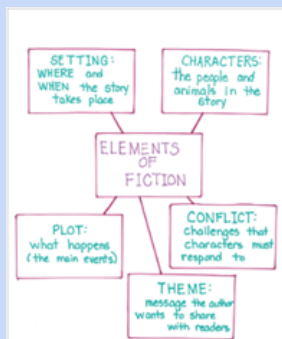
Activity:
OREO Moon Phases



Materials: Oreos- enough for 4 cookies per person, toothpicks

Optional:
Sun, Moon, & Stars Scoot
 Scoot in the Hallway
 Tape the cards in the hallway and play SCOOT

demonstrates the use of that punctuation mark.



Read Aloud(s):

[The Three Little Aliens and the Big Bad Robot](#)
Technology Fiction Read Along -

[Milo's Moonlight Mission](#)
- **[Written by Kathleen M. Blasi](#)**

[Moon! Earth's Best Friend](#)

EPIC Books For Kids:
Electropolis Series -
[ELECTROPOLIS Galactic Adventures, Planet Power, Or The Night Sky](#)

Students will work in partnerships to create a spacecraft or alien to explore space.

[31 Galactic Solar System Projects](#)

the moon.

Read the story.
Encourage students to describe what their “ideal” birthday would be like if they had it on the moon.

Write a personal narrative describing your next birthday party on the moon. Make sure to include factual details about the sun, moon, and stars that you’ve learned so far.

You can even include some imaginary details that make your story creative and fun.

Bonus points for anyone willing to share their story during morning work!

the same way.

This time students will visit each planet (standing and walking to each new card) when you say, “SCOOT!”

This works well when collaboratively working with other teachers and classes.

[Interactive Read Aloud: Magic Tree House - Book #8](#)
[Midnight On the Moon Chapter Book \(35 minutes\)](#)