

Week of: October 02 - October 04, 2024 Whole Group Lesson Plans

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

GRAMMAR Unit 2 Week 2 Lesson(s) 9-10 Periods, Exclamation Marks, Question Marks, & Commas	READING Unit 2 Week 3 Lesson(s) 14-15 Benchmark Assessment Characters Learn & Grow	WRITING Writing About Places Near & Far Volume 2 Week 2 Sessions 9-10	PHONICS Unit 2 Week 3 Lesson(s) 14-15 Long Vowel I - Vowel Teams (Long i: ie, i, y, igh, i_e)	MATH Module 1 Lesson(s) 33-35 Compose and Decompose with Place Value Disks Comparing Numbers	SCIENCE Earth & Space Patterns in Day and Night Week 2 Shadows
GRAMMAR Unit 2 Week 3 Lesson(s) 11 Commas In Letters & Compound Complex Sentences	READING Unit 3 Week 1 Lessons 1 & 2 Informational Text Government Working For Us	WRITING Volume 2 Week 3 Lesson(s) 11-12 Writing About & Places Near & Far	PHONICS Unit 3 Week 1 Lesson(s) 1 Government Working for Us Long u: u, ew, ue, u_e Vowel Teams		

Wednesday - Second Grade PLC - C. Henson!

Standard(s): ELAGSE2L1f LT: I am learning to produce and expand complete and compound sentences. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can rearrange parts of sentences without changing the meaning.	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>I know I am successful when...</i> <input type="checkbox"/> I can identify words or phrases that repeat or rhyme. <input type="checkbox"/> I can identify literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more powerful way. <input type="checkbox"/> I can describe how	Standard(s): ELAGSE2W2 ELAGSE2W5 LT: I am learning to add details to my informational writing. SC: <i>I know I am successful when...</i> *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.	Standard(s): ELAGSE2RF3 ELAGSE2RF4 LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to read two-syllable long vowel words. I am learning to read words with common prefixes and suffixes. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds. Long i: ie, i, y, igh,	Standard(s): 2.NR.1.1 LT: We are learning to explain values of numbers. 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.	Standard(s): S2E2. LT: We are learning about how shadows change throughout the day. 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
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Suggested Key Terms

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

Lesson/Activity:

Explore Session 9
Create Reminders
TE pages 72-73.

Explore

Create Reminders

Create a chart students can use in their own writing, reminding them how to use each type of end punctuation.



Look-Fors:

- Sharing ideas on how to remember when to use end punctuation.
- Creating a personal list after discussion.
- Focusing the list with images if desired.

word choices can affect the meaning of a story.

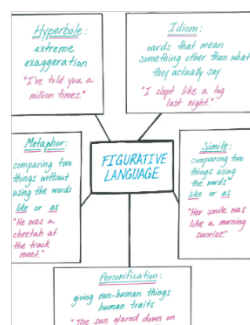
- I can read a variety of poems, stories, and songs to identify rhyme, rhythm, alliteration, and repetition.
- I can participate in discussions about rhyme, rhythm, alliteration, and repetition.
- I can tell a partner how the rhyming or repeating words in a poem or song help my understanding and enjoyment.

Lesson/Activity:

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

Suggested Key Terms:

fact, definitions, detail, graphic features

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.

i_e)

- I can recognize when a word has a prefix or suffix.
- I can cover parts of a word to determine the sounds and then blend them together.
- I can apply letter-sound knowledge to read grade-level text.
- I can reread to improve my reading.

Suggested Key Terms:

expression, accuracy, self-correct, repeated reading, word analysis, decode, long vowel, one syllable, spelling-sound correspondences, orally, choral reading, word recognition, context, HFWs, phrase, context, sentence-level, clue.

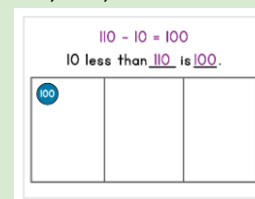
Lesson/Activity:

Unit 2 Week 3
Day 4, Lesson 14
TE pages 100-101
Long I: ie, i, y, igh, i_e
Word Study Resource Book, pp. 24-25
My Word Study, Volume 1, p. 19

Lesson/Activity:

Lesson 33-Model numbers with more than 9 ones or 9 tens.

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.



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.

about shadows' changes throughout the day.

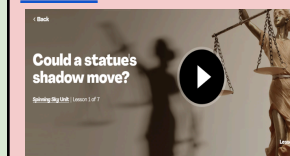
- I can explain how the sun's position affects the size and shape of a shadow.

Lesson Activity:

Patterns In Day & Night PPT.

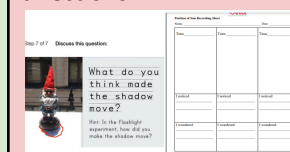
Mystery Science:

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



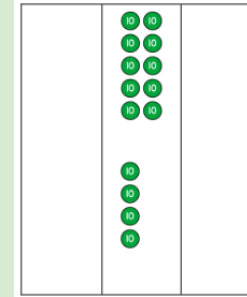
Activity: [Shadow Gnomes](#)

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



**Vowel team syllable
type: long i**

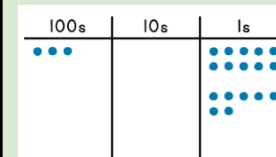
- Read Multisyllabic Words
- Decode Unknown Words by Analogy
- Read Accountable Text
"Firefly Tricks Spider"
and/or "Why Sun and
Moon Live in the Sky"
- Share and Reflect



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.

Land/Debrief: What units
can you use to represent a

				3-digit number? Students will complete and turn in Exit Ticket 33 for a formative grade.	
Thursday -					
<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can rearrange parts of sentences without changing the meaning.</p> <p><u>Suggested Key Terms</u> Simple sentence, complete sentence, incomplete sentence, produce, expand, rearrange, punctuation, capitalization</p> <p>Lesson/Activity: Reflect Session 10 Pause & Share TE pages 74-75.</p>	<p>Standard(s): ELAGSE2SL1</p> <p>LT: I am learning to participate in collaborative conversations about second grade topics.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can listen to and share ideas. <input type="checkbox"/> I can support and build ideas with evidence from the text. <input type="checkbox"/> I can ask questions to clarify understanding.</p> <p>Lesson/Activity: Unit 2 Wrap UP: Lesson 15 Real-World Perspectives</p> <p>LT: I am learning to participate in collaborative conversations about second grade topics.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can listen to and share ideas.</p>	<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> <input type="checkbox"/> I can study a mentor text focusing on text features. <input type="checkbox"/> I can consider which text features would be best for my writing. <input type="checkbox"/> I can add text features to my writing.</p> <p><u>Suggested Key Terms:</u> fact, definitions, detail, graphic features</p> <p>Lesson/Activity: Volume 2, Week 2 Session 10</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. I am learning to read on-level text with purpose and understanding. I am learning to read two-syllable long vowel words. I am learning to read words with common prefixes and suffixes.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can recognize common spelling patterns that create long I vowel sounds. (Long i: ie, i, y, igh, i_e) <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</p>	<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> <input type="checkbox"/> -compare numbers to 1,000 using various materials. <input type="checkbox"/> -compare numbers to 1,000 using base ten materials. <input type="checkbox"/> -compare numbers to 1,000 using pictures. <input type="checkbox"/> -compare numbers to 1,000 using expanded form. <input type="checkbox"/> -compare numbers to 1,000 using words. <input type="checkbox"/> -compare numbers to 1,000 using greater than, less than, equal to symbols (>, <, =).</p> <p>Lesson/Activity: Lesson 34-Problem solve in situations with more than 9 ones or 9 tens.</p> <p>Fluency: Sprint-Expanded Form to Standard Form</p>	<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 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. <input type="checkbox"/> I can explain how the sun's position affects the size and shape of a shadow.</p> <p>Lesson Activity: Create Shadow Pictures Me & My Shadow Part 1 - Mini Matisse  2nd Grade Video - ...</p>

Reflect

Pause and Share

Pause and share what we have learned so far and what we still want to know about end punctuation.

What We Have Learned So Far...

Exclamation marks show feelings.
Most sentences end with periods.
Changing the end punctuation changes a sentence.

What We Want to Know...

Can an exclamation mark be used instead of a period when saying a command?
Are periods, question marks, and exclamation marks the only ways to end sentences?

Look-Fors:

- Larger conclusions being drawn about punctuation.
- New questions and wonderings emerging.

*I can support and build ideas with evidence from the text.

*I can ask questions to clarify understanding.

Lesson/Activity:

Unit 2, Week 3

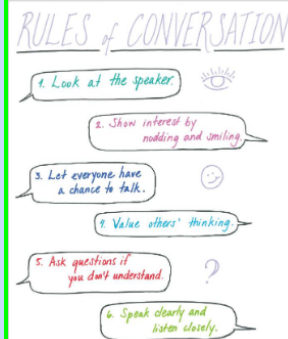
Lesson 15

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

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?"

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:

- ☐ I can self-correct when I make a mistake.
- ☐ I can reread to improve my reading.

Suggested Key Terms:

expression, accuracy, self-correct, repeated reading, word analysis, decode, long vowel, one syllable, spelling-sound correspondences, orally, whisper/partner reading, word recognition, context, HFWs, phrase, context, sentence-level, clue.

Lesson/Activity:

Unit 2 Week 3

Day 5, Lesson 15

TE pages 102-103

Long I: ie, i, y, igh, i_e

Word Study Resource

Book, pp. 24-25

My Word Study, Volume 1,

p. 19

Review and Assess Vowel team syllable type: long i

- Read Accountable Text "Firefly Tricks Spider" and/or "Why Sun and Moon Live in the Sky"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

Cumulative Assessment

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	1 one	2 hundreds	17 tens	1 one	2 hundreds	17 tens	1 one

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

3 hundreds 4 tens 12 ones	3 hundreds 2 tens 17 ones
5 hundreds ____ tens ____ ones	3 hundreds ____ tens ____ ones

More than 9 Tens: What do you think will happen when there are more than



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>9 tens? Display 1 hundred 13 tens and 3 ones as students do the same. What do you notice?</p> <div> <div>3 hundreds 16 tens 2 ones _____ hundreds _____ tens 2 ones</div> <div>8 hundreds 18 tens 9 ones _____ hundreds _____ tens 9 ones</div> </div> <p>Problem Set workbook pg. 219-221.</p> <p>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?</p> <p>Students will complete and turn in Topic Ticket H for a summative grade.</p>	
Friday -					
<p>Standard(s): ELAGSE2L2b</p> <p>LT: I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a 	<p>Standard(s): ELAGSE2RI1 ELAGSE2RI6</p> <p>LT: I am learning to ask and answer questions to show understanding of key details in the text. I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define the 	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify facts and details that give information about my topic. <input type="checkbox"/> I can identify important words I have learned that I will define for my reader. <input type="checkbox"/> I can outline what I will 	<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. I am learning to read two-syllable long vowel words.</p> <p>SC: <i>I know I am successful when...</i></p>	<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 	<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 am successful when...</i></p> <ul style="list-style-type: none"> <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.

closing.

Suggested Key Terms:

Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization

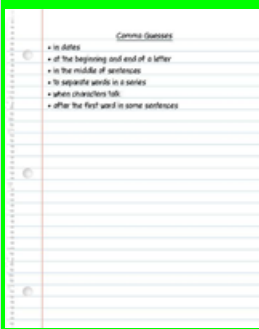
Lesson/Activity:

Explore Session 11
Commas
Revisit Mentor Texts
TE pages 76-77.

Explore

Revisit the Mentor Texts

Partnerships review the mentor texts and try to determine when to use commas, which they record in their grammar notebooks.

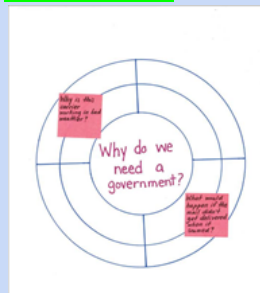


author's purpose.

- ☐ I can identify the author's purpose based on what the author wants to answer.
- ☐ I can identify the author's purpose based on what the author wants to explain.
- ☐ I can identify the author's purpose based on what the author wants to describe.
- ☐ I can use the facts from the text to support what the author wanted to answer, explain, or describe.

Lesson/Activity:

Unit 3 Intro, Lesson 1,
TE pages 58-61.
Unit 3, Lesson 2,
TE pages 62-65.



TEXT IMPORTANCE

- Why did the author write it?
- What am I learning about?
- What text answers those questions?
- What is most important?
- How does the author present different information?

BEWARE: Enjoy interesting or fun details, but don't let them distract you!

say first, second, and third to make clear points about my topic.

Lesson/Activity:

Volume 2 Week 3
Drafting and Revising
Lesson 11 & 12
TE pages 52-55
TE pages 56-59

Adding More Ideas

Writers stretch their thinking by adding to their pictures. They then create new sentences that teach about those sketches.

Telling More About an Idea

Writers elaborate on their teaching sentences by adding partner sentences.

- ☐ I can identify the long vowel sounds.
- ☐ I can recognize the spelling patterns that make vowels change sound in one syllable words.
- ☐ I can identify the sounds for common vowel teams.
- ☐ I can recognize common spelling patterns that create long vowel sounds.

Suggested Key Terms

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, prefix, suffix, base word, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent

Lesson/Activity:

Unit 3 Week 1 Day 1
TE pages 108-111
Word Study Resource Book, p. 26
My Word Study, Volume 1, p. 20

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

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

- ☐ 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.

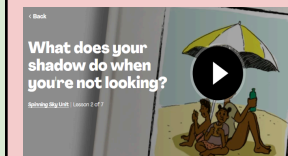
Lesson Activity:

Patterns In Day & Night PPT.

Mystery Science

Read Aloud:

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

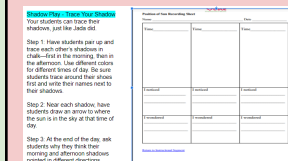


Activity:

Trace Your Shadow

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

[My Shadow & Me](#)



Vowel team syllable**type: long u**

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

Read HFWs: again, below, carry, does, eight, find, house, laugh, mother, school.

and repeat with other combinations.

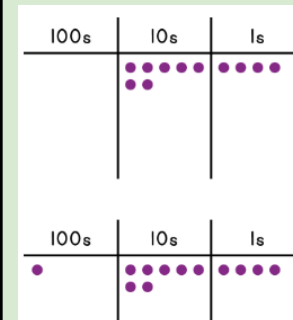
Launch: Which One Doesn't Belong? Why?

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 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

				<p>less? Use comparison statements.</p> <p>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.</p> <p>Problem Set: Workbook pg. 229-230.</p> <p>Land/Debrief: Compare 527 and 537. What steps do you take to compare these numbers? How does place value help you compare numbers?</p> <p>Students will complete and turn in Exit Ticket 35 for a formative grade.</p>	
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