

Second Grade's Week of: October 28 - November 01, 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 3 Week 1 Lesson(s) 1-4 Intro/Immersion Study of Nouns & Verbs Word Work Week 1	READING Unit 4 Lesson(s) 1-5 BMK Assessment WK 1 Different Characters, Different Points of View	WRITING Benchmark Workshop Volume 3 Week 1 Immersion Lesson(s) 1-4 Informational Text Pumpkin Unit	PHONICS Unit 4 Week 1 Lesson(s) 1-5 R-Controlled OR, ORE, OAR Review OO - Rock Your School Event	MATH Module 2 Topic B Lesson(s) 10-12 Pumpkin Activity Rock Your School Event	SOCIAL STUDIES Georgia's First People Unit 2 Culminating Activity Creek, Cherokee, & Me Scarcity, & Opportunity Cost
Monday - United Way Trivia Game!					
Standard(s): ELASGE2L1 LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and use verbs when speaking or writing. SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify a noun. <input type="checkbox"/> I can identify a collective noun. <input type="checkbox"/> I can identify an irregular plural noun. <input type="checkbox"/> I can identify a verb. <input type="checkbox"/> I can identify a past tense verb. <u>Suggested Key Terms:</u> conventions, grammar, nouns, parts of speech, common nouns, plural nouns, collective nouns, verbs, geographic	Standard(s): ELAGSE2RL1 ELAGSE2RL7 LT: I am learning to ask and answer questions to show understanding of key details in the text. 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 list (generate) questions before reading. <input type="checkbox"/> I can work with a partner to evaluate my questions. <input type="checkbox"/> I can listen actively. <input type="checkbox"/> I can gather information about characters, setting, or plot from illustrations (diagrams, charts, graphic organizers).	Standard(s): ELAGSE2W2 ELAGSE2W3 LT: I am learning to introduce a topic when writing an informative and/or explanatory text. I am learning to write narratives telling what happened in order. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can brainstorm ideas for a topic introduction. <input type="checkbox"/> I can select one way to hook my reader. <input type="checkbox"/> I can give my readers a preview of what will be in my book. <input type="checkbox"/> I can find out where to look for more information on a topic. <input type="checkbox"/> I can develop characters and settings using sensory details (descriptive adjectives and	Standard(s): ELAGSE2RF3 ELAGSE2RF4 LT: We are learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. We are learning to recognize and read grade-appropriate irregularly spelled words. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur). <input type="checkbox"/> I can spell words containing irregular vowel patterns. <u>Suggested Key Vocabulary:</u> word analysis, decode,	Standard(s): 2.NR.2.3 LT: We are learning to add numbers using different strategies. SC: <i>I will know I am successful when...</i> -I can add two two-digit numbers using the part-whole strategy. -I can add three two-digit numbers using the part-whole strategy. -I can add four two-digit numbers using the part-whole strategy. -I can solve one-step word problems using addition strategies. -I can solve two-step word problems using addition strategies. Lesson/Activity: Lesson 10- Use concrete models to compose a	Standard(s): SS2H2 SS2G2 LT: I can explain the resources found in the regions that the Creek and Cherokee lived and how they used those resources. SC: <i>I will know I'm successful when I can...</i> <input type="checkbox"/> I can explain how the Creek and Cherokee used local resources to survive. <input type="checkbox"/> I can explain that the Creeks settled in the Coastal Plains and the eastern Piedmont region of Georgia. <input type="checkbox"/> I can explain that the Cherokee settled in the Northern Piedmont, Valley and Ridge, Blue Ridge and Appalachian Plateau regions of Georgia. <input type="checkbox"/> I can explain that the Cherokee were later

names, capitalization, holiday, product names, proper nouns

Lesson/Activity:

Unit 3 Week 1 Day 1

TE pages 110-111

Immersion: Nouns & Verbs

Pre-Assessment

Pre-Assessment Pre-Assess: Nouns and Verbs

Give two sentences in two separate categories. Ask them to list what they know or notice about the underlined words. Share goals.

Name _____ Date _____

What We Know About Nouns and Verbs

Below are two sets of sentences. List down what you know about the underlined words in Set 1. Then list down what you notice about the underlined words in Set 2.

- Set 1
1. My sister loves basketball. Her favorite is the blacks.
 2. Fred loves to be coasty. Stacy loves to win the coasty her ball.

- Set 2
1. Today, the team is practicing. They have practiced for two times.
 2. On Monday, the team went to a game at another school. They were there playing a game at our school.

After students complete the pre-assessment, they may work in partnerships to talk over their discoveries, prior knowledge, and points of confusion. They may begin to jot down questions that they would like to explore in this study.

- I can gather information about characters, setting, or plot from words in the text (print or digital).
- I can use the information gathered to understand characters, setting, and plot.

Lesson/Activity:

Unit 4, Lesson 1 & 2

Combined, TE pages

58-61.



Mentor Text: *Different Characters, Different Viewpoints*, page 4

Unit 4, Lesson 2,

TE pages 62-65.



Mentor Text: "Back-to-School Jacket," pages 6-7

Students will draw inferences and make predictions about a story.

Students will use information in the text

strong verbs).

- I can use organizational structures (beginning, middle, end, and sequence of events).
- I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events.

Lesson/Activity:

Volume 3, Lesson 1,

TE pages 10-13.

Part 1- Write on the spot.
15-20 min.



Student Writing Task, p. A24

Lesson/Activity:

Unit 2: Pumpkin Unit

Day 1

Writing a Beginning Section

Writers create beginnings that get the reader interested and tell about the important information they will learn in the book. Writers also rearrange pages for the best flow and add pages when there is not enough information.

long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, root word, suffix, meaning

Lesson/Activity:

Unit 4, Week 1, Day 1

Word Study Resource

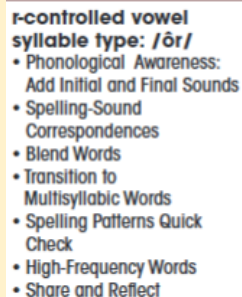
Book, p. 39

My Word Study, Volume 1,

p. 30

Phonics Songs: OR

Read HFWs: long, now, our, some, them, through, upon, was, when, work.



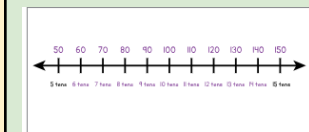
fork I used a **fork**, knife, and spoon at dinner.
born In which month were you **born**?
horn He made a loud noise when he blew the **horn**.
sports Basketball and soccer are my favorite **sports**.
oars Dad lost the rowboat's **oars** in the river.
roar The lion's **roar** scared away the other animals.
more Do you want **more** juice to drink?
store We went to the **store** to buy groceries.
before You need to study **before** the big spelling test.
wore She **wore** a warm coat on the snowy day.

hundred.

Fluency- Whiteboard Exchange: Compare Numbers- Students compare numbers within 1,000 in standard form by using symbols.

82 + 82	28 + 32	200 + 200	275 + 200	991 + 100	52 + 52	763 + 763	999 + 1,000
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Counting on the Number Line by Tens Within 150: Students count by tens in unit and standard form.



Choral Response: Add in Unit and Standard Form- Students add tens in unit form and say an equation in standard form.

$$5 \text{ tens} + 4 \text{ tens} = 9 \text{ tens}$$
$$50 + 40 = 90$$

Repeat with the following:

5 tens + 5 tens	5 tens + 6 tens	5 tens + 8 tens	7 tens + 5 tens	9 tens + 5 tens
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Launch- Students use a context to reason about how to complete a unit of a hundred.

Play part 1 of the Field Trip video. *What is the problem and how is it different from the Student Assembly video?* Discuss.

Play part 2. Confirm their predictions and invite students to turn and talk about other questions

forced to move west to the Oklahoma territory along the Trail of Tears because of where they lived.

Lesson/Activity:

Note: GSE Historical Standards

American Indians of Georgia Content Video: Creek & Cherokee

Review Georgia Regions, location, and movement of the Creek & Cherokee
[Georgia Map for Culminating Activity](#)

[If I Were A Creek or Cherokee Child](#)

Introduce Culminating Activity: (3-Days)

Students may work independently or with a partner on this activity.

Provide them with the directions and rubric listed below to guide student work and make them aware of your expectations.

[Begin Narrative Nonfiction Booklet](#)

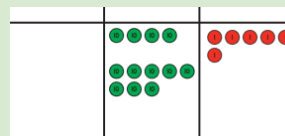
To draw an **INFERENCE**, use the information the author gives you to figure out details, or ideas that the author does not directly tell you about.

Make inferences **before** you read
and **while** you read.
Use the inferences to **PREDICT** what
will happen.
After you read, confirm or correct
predictions.

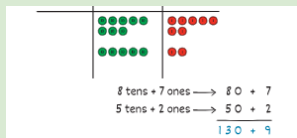
Color of Shirt	Number of Students
Orange	20
Purple	80
Pink	50
Yellow	46

Number of books read	Number of students
10	10
20	8
30	2

A 10x10 grid with 100 squares. 10 squares are shaded green, representing 10% of the total.



Land- Use concrete models to compose a hundred.
87 + 52 using place value disks, unit form, and expanded form. When can you compose a new

				<p>unit? How does place value help us add?</p>  <p>Exit Ticket- Students complete and turn in ET 10 as a formative grade.</p>	
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Tuesday

<p>Standard(s): ELASGE2L1</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b)</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define a noun. <input type="checkbox"/> I can identify a noun. <input type="checkbox"/> I can distinguish between different kinds of nouns (common/proper, singular/plural). <input type="checkbox"/> I can define an irregular plural noun. <input type="checkbox"/> I can identify an irregular plural noun. <p><u>Suggested Key Terms:</u> conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns, proper</p>	<p>Standard(s): ELAGSE2RI10</p> <p>LT: I am learning to read and understand different kinds of grade-level narrative texts.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the point of view of the narrator or character. <input type="checkbox"/> I can identify the characteristics of first-person point of view. <input type="checkbox"/> I can identify the character's point of view affects how the story is told. <p>Lesson/Activity: Unit 4, Lesson 3, TE pages 66-69.</p>	<p>Standard(s): ELAGSE2SL1 ELAGSE2W2</p> <p>LT: I am learning to participate in conversations about grade-level topics and texts with my peers, teachers, and adults in small or large groups. 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 follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time, etc.). <input type="checkbox"/> I can build on others' ideas by linking their comments to others or my 	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: We are learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. We are learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur). <input type="checkbox"/> I can spell words containing irregular vowel patterns. <p><u>Suggested Key Vocabulary:</u> word analysis, decode,</p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> -I can add two two-digit numbers using the part-whole strategy. -I can add three two-digit numbers using the part-whole strategy. -I can add four two-digit numbers using the part-whole strategy. -I can solve one-step word problems using addition strategies. -I can solve two-step word problems using addition strategies. <p>Lesson/Activity: Lesson 11- Use math drawings to compose a</p>	<p>Standard(s): SS2H2 SS2G2</p> <p>LT: I am learning to compare the Georgia Creek and Cherokee cultures of the past to those of Georgians today.</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 name similarities between the Georgia Creek and Cherokee cultures of the past and those of Georgians today. <input type="checkbox"/> I can name differences between the Georgia Creek and Cherokee cultures of the past and those of Georgians today. <p>Lesson/Activity: Early Creek, Cherokee, & Me Activity</p> <p>Students will decide if the</p>
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Week 1

[illegible]

POINT OF VIEW

FIRST-PERSON NARRATOR

- is a character in the story or narrative
- shares thoughts, feelings, and opinions
- doesn't know what other characters think and feel

* key words: I, me, my, we, us, our

THIRD-PERSON NARRATOR

- is not involved in events or is not a character in the story
- may share thoughts, feelings, and opinions
- can sometimes know what other characters think and feel

* key words: he, she, they, them, [names of characters]

- ❑ I can learn new expert words.

Day 2

Abstract

Choosing Characters and Setting Example

Phonics Songs: OR

Read & Write HFWs: long,
now, our, some, them,
through, upon, was, when,
work.

Interactive Text
Directions: Read the story. Then interact with the text.

The Perfect Pet

Cory and Ben were friends. They liked sports, but they were very different. Cory liked to run and play basketball. Ben liked to build forts, read, and visit bookstores.

Most of the time, the boys got along. But then Cory and Ben decided they wanted a pet.

"Let's get a hamster!" Cory said. "Hamsters like to run and jump."

"No!" cried Ben. "I want a bird that I can read to."

"But I can't play with a bird," said Cory. "How about a BIG dog?"

The boys argued about pets for hours.

The next day, they talked to their dad arguing again, until he surprised them with a cute little puppy. "I'm tired of the up-and-down stuff," he said. "This little dog can run and play with you, and he can also get under the fort when you read. Ben."

The twins grinned. A puppy really was the perfect pet.

1. The word "different" means "not the same."
2. The word "argued" means "to talk and disagree."
3. The word "grinned" means "to smile and be happy."

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an addition problem a

100

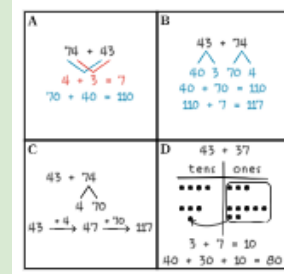
Strategy: Defining Specific Words

1. Look for words that you used in your piece that you know but that your reader might not know.
2. Bold that word.
3. Write a definition in parenthesis after the word.

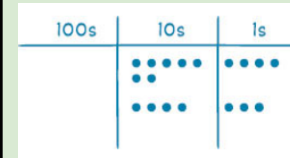
Strategy: Adding Important Words

1. List out words important to your topic. For example: "habitat," "wildlife," "vegetation," "plant," or others you know.
2. Read over what you have written and look for places to use those words. Where can these words be added so that they help teach the reader more about the topic?
3. Add them where they make sense.

relate their models to a place value drawing. Which One Doesn't Belong?



Learn- Students relate concrete models to pictorial place value drawings. What is 74 in unit form? What is 43 in unit form? How many ones in all? Can we compose a new ten? Why? Can we compose a new unit of tens? Why?



Add by Using Place Value Drawings: Students make place value drawings to represent and solve addition problems. $86 + 53$

Relate Place Value Drawings to Written Recordings:
Write $86 + 53$ vertically and in expanded form.

[Narrative Nonfiction Booklet](#) (Continued)

				$\begin{array}{r} 86 \rightarrow 80 + 6 \\ + 53 \rightarrow 50 + 3 \\ \hline 130 + 9 \\ 139 \end{array}$ <p>Gradual release to the Problem Set.</p> <p>Land- How is your place value drawing for $164 + 51$ similar to this expanded form drawing? What is the unit form for each number? What is the sum of $164 + 51$?</p> $\begin{array}{r} 164 \rightarrow 100 + 60 + 4 \\ + 51 \rightarrow \quad 50 + 1 \\ \hline 100 + 100 + 10 + 5 \\ 215 \end{array}$ <p>Exit Ticket- Students will complete and turn in ET 11 for a formative grade.</p>	
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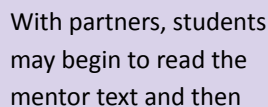
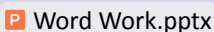
Wednesday - Red Ribbon Week Tie-Dye Day!

<p>Standard(s): ELASGE2L1</p> <p>LT: I am learning to make and use verbs when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define a verb. <input type="checkbox"/> I can identify a verb. <input type="checkbox"/> I can distinguish between different tenses of verbs (past, present, 	<p>Standard(s): ELAGSE2L4</p> <p>LT: I am learning to use context clues to figure out the meaning of a compound word.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify individual words within a compound word. <input type="checkbox"/> I can identify the 	<p>Standard(s): ELAGSE2RL5 ELAGSE2W2 ELAGSE2W7</p> <p>LT: I am learning to describe how a story is written including the beginning, middle, and ending.</p> <p>I am learning to explain a topic using facts and definitions to develop points.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: We are learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>We are learning to recognize and read grade-appropriate irregularly</p>	<p>Standard(s): 2.NR.2.3</p> <p>LT: We are learning to add numbers using different strategies.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> -I can add two two-digit numbers using the part-whole strategy. -I can add three two-digit numbers using the 	<p>Standard(s): SS2H2 SS2G2</p> <p>LT: I am learning to compare the Georgia Creek and Cherokee cultures of the past to those of Georgians today.</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 name similarities between the Georgia
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- ☐ I can identify a past tense verb.
- ☐ I can recognize that some past tense verbs have irregular spellings.

Parts of speech, verbs,
irregular verbs, past tense,
present tense, future tense

Unit 3 Week 1 Day 3
TE pages 114-115
Explore: Nouns & Verbs
Look at Second Mentor
Text

Unit 4, Lesson 4,
TE pages 70-73.

- ☐ I can use a variety of resources (encyclopedia, internet, books) to research and share information on a topic.
- ☐ I can identify important words I have learned that I will define for my reader.
- ☐ I can identify facts and details that give information about my topic.
- ☐ I can read like a scientist to investigate, observe, and record new information.

r-controlled vowel syllable type: /ôr/

- Read Accountable Text
"Fox Makes Friends"
- Spelling
- High-Frequency Words
- Share and Reflect

Whiteboard
Exchange-Model Numbers
with Place Value Drawings:
Students use place value
drawings to model two- or

Students will be

share their discoveries
with other partnerships.

☐ I can learn new expert
words.

Lesson/Activity:

Volume 3, Session 3,
TE pages 20-23.

Part 1- studying the
structure of an enchanted
tale. (20 min)

Lesson/Activity:

Unit 2 - Pumpkin Unit
Day 3

TEACHING AND ACTIVE ENGAGEMENT :

(Cut the pumpkin open to
investigate the inside or pass out
pumpkin seeds/pumpkin pie for
students to try.)

Turn and talk to your
partner and discuss what
you learned by
observing/experimenting
with the pumpkin.



Adding Important Words

Writers think about
words and sentences that
might not make their
writing strong and then
replace them with fancy
teaching words or
sentences. They can do
this by asking, "Does this
sentence/word go with
what I am trying to
teach?" Writers can also
lean on partners to help
guide them.

Strategy: Adding Important Words

1. List out words important
to your topic. For example:
"habitat," "wildlife,"
"vegetation," "plant," or
others you know.
2. Read over what you have
written and look for places
to use those words. Where
can these words be added
so that they help teach the
reader more about the
topic?
3. Add them where they make
sense.

Name: _____ Date: _____

Accountable Text

Directions: Read the animal fables.

Fox Makes Friends

Fox had a good life. He had a home with a big porch.
He had a nice garden. Every morning he worked in his
garden. Every night he sat on his porch. Fox liked his
life, but he didn't have any friends.

One day Fox picked some herbs from his garden.
*I have more than I can use, he thought. Maybe I'll bring
some to Squirrel next door.* So Fox visited Squirrel.

The next day, Fox saw Goat pulling weeds. Goat looked
tired and dirty. Fox thought, *Maybe I can help him.* So
Fox helped Goat.

Later that week, Fox saw Rabbit on her bike. She had
a flat tire, and Fox helped her fix it.

Fox helped other neighbors, too. Then one day the
neighbors surprised Fox. They turned up with snacks.
They sat on Fox's porch and chatted. They told jokes
and roared with laughter. Fox had a great day.

"I had no friends before," Fox said. "Now I have many.
I made friends by being a friend!"

180 180 180 180 180 180 180 180 180 180

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three-digit numbers, say
the number in unit form,
and write the number in
expanded form.

Draw dots to show 54

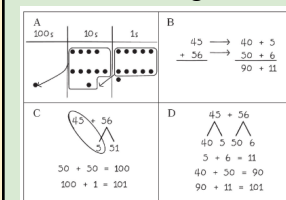
5 tens 4 ones

50 + 4

Repeat with the following:

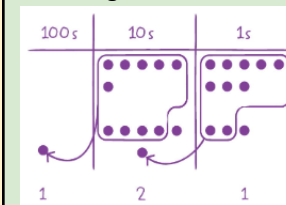
154	17	117	107
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Launch: Students reason
about the similarities and
differences between
various recordings.



Learn:

Use Place Value Drawings
to Add: Students will use
place value drawings to
add and relate the
compositions to written
recordings. 68 + 53 = ?



Relate Place Value
Drawings to Written
Recordings: Students
compare written
recordings and reason
about finding the sum of
two-digit numbers.

encouraged to use the
rubric as a starting point,
have students share what
they know about
Muscogee (Creek) and
Cherokee Indians and help
them choose an Indian
culture to write about.

				$\begin{array}{r} 84 \\ + 47 \\ \hline 120 \\ 11 \\ \hline 131 \end{array}$ $\begin{array}{r} 84 \longrightarrow 80 + 4 \\ + 47 \longrightarrow 40 + 7 \\ \hline 120 + 11 \\ \hline 131 \end{array}$ <p>Gradual release to the Problem Set.</p> <p>Land/Debrief: Refer to problem #4. Turn and talk about how you found your answer. When we use other strategies, such as compensation, do we still compose new units? How do you know? When do we compose new units? How do written recordings show place value understanding?</p> <p>Students will complete and turn in Topic Ticket B for a summative grade.</p>	
Thursday - Halloween!					
<p>Standard(s): ELASGE2L1</p> <p>LT: I am learning to use collective nouns correctly when speaking or writing. (elements a/b) I am learning to make and</p>	<p>Standard(s): ELAGSE2RL6</p> <p>LT: I am learning about the characters' points of view in a story. SC: <i>I know I am successful</i></p>	<p>Standard(s): ELAGSE2L1 ELAGSE2W5 ELAGSE2W7 ELAGSE2W2 ELAGSE2RI5</p> <p>LT: I am learning to</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: We are learning to identify words that do not follow regular spelling patterns (inconsistent) but</p>	<p>Standard(s): 2.NR.1.1 2.NR.1.2 2.MDR.5.2</p> <p>LT: We are learning to gather data from a real life experience and relate it to</p>	<p>Standard(s): SS2E1</p> <p>LT: I am learning about scarcity and opportunity costs. SC: <i>I will know I'm</i></p>

use verbs when speaking or writing.

SC: *I know I am successful when:*

- ☐ I can distinguish between different kinds of nouns (common/proper, singular/plural).
- ☐ I can define an irregular plural noun.
- ☐ I can define a collective noun.
- ☐ I can distinguish between different tenses of verbs (past, present, future).
- ☐ I can identify a past tense verb.
- ☐ I can recognize that some past tense verbs have irregular spellings.

Suggested Key Terms:

conventions, grammar, nouns, irregular plural, usage, parts of speech, common nouns, collective nouns, verbs, irregular verbs, past tense, present tense, future tense

Lesson/Activity:

Unit 3 Week 1 Day 4
TE pages 116-117
Explore: Compare Mentor Texts

when:

- ☐ I can identify who is telling the story at different (various) points.
- ☐ I can recognize what characters are thinking and/or feeling at different parts of the story.
- ☐ I can recognize characters' internal and external traits to determine their point of view.
- ☐ I can recognize the difference between first person (e.g., I, we, she, he) and third person (e.g., they, us) narration.

Lesson/Activity:

Unit 4, Lesson 5,
TE pages 74-77.
Benchmark Assessment
Week 1



produce and expand complete and compound sentences.

I am learning to identify and use text features to locate helpful parts (key facts or information) in a text.

I am learning to use others' help to strengthen my writing through revising and editing.

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

- ☐ 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 find out where to look for more information on a topic.
 - ☐ I can identify text features and their purposes.
 - ☐ I can use captions to help me understand pictures and words on a page.
 - ☐ I can recognize that words in bold highlight key ideas and concepts.
 - ☐ I can reread my writing to determine if there are additional changes I want to make.
- I am learning to provide a concluding statement in

have common spelling-sound correspondences.

We are learning to read on-level text orally with accuracy, appropriate speed, and expression. We are learning to use words in a sentence to help me understand or self-correct words I do not know.

We are learning to recognize and read grade-appropriate irregularly spelled words.

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

- ☐ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).
- ☐ I can apply letter-sound knowledge to decode and read grade-level text.
- ☐ I can reread to improve my reading.
- ☐ I can read and spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 4, Week 1, Days 4&5
Word Study Resource
Book, p. 40-41
My Word Study, Volume 1,
p. 31
Phonics Songs, OR

Read HFWs: long, now, our, some, them, through,

math in numerous ways.

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

- I can estimate and measure a pumpkin's weight.
- I can estimate and measure a pumpkin's circumference.
- I can estimate and measure the height of a pumpkin.
- I can count a pumpkin's indentations and decide if it will sink or float.
- I can estimate and count the number of pumpkin seeds a pumpkin contains.
- I can represent the number of pumpkin seeds in unit form.

Lesson/Activity:

Halloween Activity
Pumpkin Math

successful when I can...

- ☐ I can define scarcity.
- ☐ I can define opportunity costs.
- ☐ I can give personal examples of opportunity costs.

Key Vocabulary:

scarcity, choices, opportunity costs

Lesson/Activity:

Scarcity & Choices
Wonder? Noticings?

Have a class discussion about the image? How does the image show scarcity? How does the image show the opportunity cost? Have students defend their thinking.

The teacher will use this as a real-life connection to the concept of scarcity.

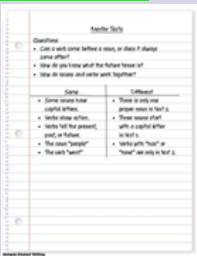
While students are at lunch or out of the room, the teacher will remove several chairs from the classroom.

When the students notice the missing chairs, the teacher will observe student reactions.


Gather students together and discuss what happened.

Explore
Compare Mentor
Texts

Partnerships notice differences and similarities in the two mentor texts' use of nouns and verbs.



Partners may make observations and discoveries about how nouns and verbs work together in a few selected sentences.

 Word Work.pptx

my informative and/or explanatory text.

Lesson/Activity:

Volume 3, Session 4,
TE pages 24-27.

Part 1- Studying mentor text for sentence length (10-15 min).

Lesson/Activity:

Unit 2 - Pumpkin Unit

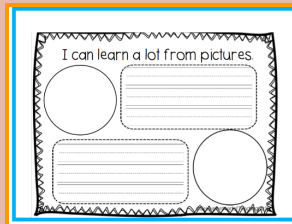
Day 4 - Adding Detail

Revising & Editing

Unit 2 Pumpkin Unit

Day 5 - Add Conclusion

Editing & Revising



Strategy: Writing an Ending Section

1. Look at your sketches and what you have written.
2. Name what your topic is and what your readers have learned about that topic.
3. Directly address your reader.
4. Write a sentence or two telling your reader what they have learned.

1. Look at the Revision Tally Sheet.
2. Read one page of your book.
3. Tally the strategies you tried.
4. Ask yourself: "Do I see too little? Too much? Just right?"
5. Revise using the strategies you would like.

upon, was, when, work.

r-controlled vowel
syllable type: /ôr/

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "Fox Makes Friends" and/or "How Cow Got Its Horns"
- Share and Reflect

Review and Assess
r-controlled vowel
syllable type: /ôr/

- Read Accountable Text "Fox Makes Friends" and/or "How Cow Got Its Horns"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

- Cumulative Assessment

Read Aloud:

[Tight Times by Barbara Shook Hazden](#)

Discuss the following questions as a class or in groups:

*What is the difference between "this OR that" and "this AND that"?

What choices have you had to make before?

*Have you ordered something to eat at a restaurant and they were out of supply?
What did that cause you to do?

*What happens when everyone wants the same toy or item during the holidays?

[What Is Scarcity?](#)

[Scarcity: Read Aloud](#)

Inspire Activity & Connection to Creek:
[Scarcity & Choices Activity](#)

Extended:
Students can create an example of scarcity and opportunity costs.

Have students share their example and defend their thinking with table groups or partnerships.

Friday - Fall Festival & Rock Your School Event!

Standard(s):
ELAGSE2L1f

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

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

*I can design a variety of different sentences.
*I can use periods, exclamation marks, and question marks correctly.
*I can change the endmark to a comma.
*I can choose a conjunction that makes sense.
*I can use a comma and a conjunction to combine two sentences.

Lesson/Activity:

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.

Standard(s):
ELAGSE2RL7

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

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

☐ I can name the turning point of the story when 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](#)

Standard(s):
ELAGSE2W5
ELAGSE2RI5

LT: I am learning to focus on a topic to write about by drawing sketches.

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

*I can choose a place to write about and picture it in my head.
*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:

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.

Standard(s):
ELAGSE2RF3
ELAGSE2RF4

LT: I am learning to identify, blend, build, and spell words with vowel team syllables.

*I am learning to read grade-level text fluently and accurately.

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

*I can blend, spell, and read multisyllabic words 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

Standard(s):
2.NR.1

LT: I am learning to read, write, and recognize place value structure.

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

-I can read base ten block representations accurately.
-I can match representations to 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

Standard(s):
S2E2

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

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

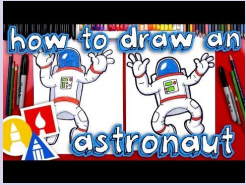
☐ I can describe and draw observations of the moon's appearance over time.
☐ I can describe patterns in the changes of the moon's appearance over time.
☐ I can predict how the appearance (look) of the moon will change over time based on the patterns I have observed.
☐ I can use words and/or pictures to show how the changes in the moon's appearance are caused by the movement of the moon, Earth, and light from the Sun.

Lesson/Activity:

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

Activity:

OREO Moon Phases



Optional:

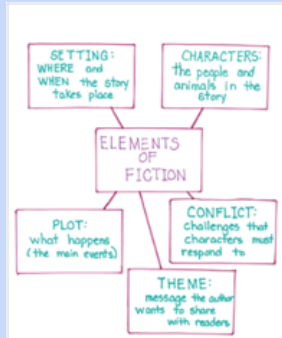
Gold Star Editing!

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 demonstrates the use of that punctuation mark.

Crash Course Kids: Life of the Party

What would Alien Life Be Like? What do you Wonder?



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](#)

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 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.

Student will share their birthdays.

students are needing to understand better.



this pack.



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 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.