

Carrie Waters' Week of: October 21-25, 2024 - Whole Group Lesson Plans

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

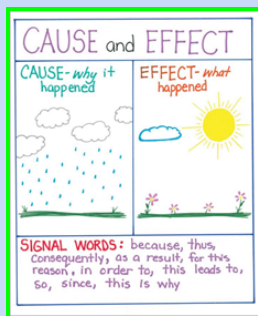
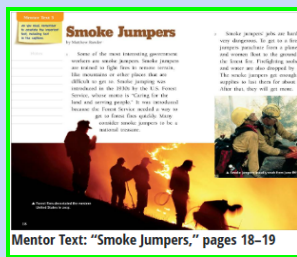
GRAMMAR Unit 2 Week 5 Lesson(s) 20-25 Review & Practice End of Unit Writing Task	READING Unit 3 Week 3 Lesson(s) 11-15 Benchmark WK 3 Assessment Government Working For Us	WRITING Benchmark Workshop Volume 2 Weeks 5&6 Lesson(s) 24, 26-30 WriteScore: Targeted Lessons Spelling, Capitalization, Punctuation, & Sentence Formation.	PHONICS Unit 3 Week 3 Lesson(s) 11-15 R-Controlled Vowels (ER, IR, UR) Government Working for Us	MATH Module 2 Lessons 5-7 Topic A & Begin Topic B Strategies for Composing a Ten & a Hundred to Add Lessons 8-9	SOCIAL STUDIES Georgia's First People Creek, Cherokee, & Sequoyah
Monday					
<p>Standard(s): ELAGSE2L1f</p> <p>LT: We are 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 expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound.</p> <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange</p> <p>Lesson/Activity:</p>	<p>Standard(s): ELAGSE2RI8</p> <p>LT: We are learning to describe how the author supports the specific points made in a text.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can recognize the author's purpose. <input type="checkbox"/> I can identify the point(s) the author is trying to make. <input type="checkbox"/> I can identify how the cause/effect text structure presents information.</p> <p>Lesson/Activity: Unit 3, Week 3, Lesson 11, TE pages 98-101, Smoke Jumpers Mentor Text Pages 18-19</p>	<p>Standard(s): ELAGSE2W5</p> <p>LT: I am learning to use others' help to strengthen my writing through revising and editing.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can include interesting words and phrases that make my piece better. <input type="checkbox"/> I can use like and because to help me add more information to my sentences. <input type="checkbox"/> I can fix spelling, punctuation, and grammar so that the information is clear to my reader. <input type="checkbox"/> I can reread my writing to determine if there are additional changes I want to make.</p> <p>Lesson/Activity:</p>	<p>Standard(s): ELAGSE2RF3</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>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).</p> <p><u>Suggested Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, suffix, root</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> -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> <p>Lesson/Activity: Lesson 5- Make a ten to</p>	<p>Standard(s): SS2H1 b</p> <p>LT: I am learning about the life and contributions of Sequoyah.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify where Sequoyah was born and lived (Tennessee and Arkansas, later Oklahoma) and identify the regions of Georgia into which he traveled. <input type="checkbox"/> I can describe how Sequoyah grew up as a Cherokee Indian. <input type="checkbox"/> I can describe the syllabary Sequoyah created and why he wanted to make an alphabet for the Cherokee. <input type="checkbox"/> I can describe the difficulties Sequoyah faced when creating the</p>

Week 4 Review:
Reflect Session 20
Pause & Share
Use Commas in Complex
Sentences
TE pages 94-95

I know...	My Plan
Periods, exclamation marks, and question marks are end marks.	I will explore using exclamation marks to show how I'm feeling.
Different kinds of sentences use different end marks.	I will try out using different kinds of sentences in my writing.
Commas are in some longer sentences.	I am curious about using commas in longer sentences and will try adding them.

Teachers and students will review what they have learned so far regarding end punctuation and commas.

Students will search for longer sentences in their writing to see if they can add any commas.



Unit 2 Week 5
Day 24, Lesson 24
TE pages 104-107
Revising & Editing

Using an Editing Tally Sheet

Writers use an editing tally sheet to make sure their writing is easy to read.

Strategy: Getting Revision Ideas from a Mentor Text

1. Sit with a writing partner and a mentor text.
2. Ask: "What did this author do to teach the reader about the topic? How did he or she do a good job giving information? How could I also do this when I revise?"
3. Point to something in the mentor text and say: "This author tried _____ so we can try _____."
4. Make updates to your pieces.

Strategies	Tally
Editing for Compound Sentences	
Editing for Long Sentences	
Defining Specific Words	
Editing for Spelling	
Adding Important Words	
Adding Transitions	

WriteScore Targeted
Lessons: Incomplete and
Complete Sentences

Complete and
Incomplete
Sentences
Grade 2



word, meaning

Lesson/Activity:

Unit 3, Week 3, Day 11
TE pages 140-143
Word Study Resource
Book, p. 34
My Word Study, Volume 1,
p. 26
Phonics Songs: Er/Ir/Ur

Read HFWs: all, away,
better, by, change, done,
even, found, learn, only.

r-controlled vowel
syllable type: /ûr/

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

add within 100.

Fluency-Whiteboard

Exchange: Word Form
Students write a two- or
three-digit number in
word form.

100s	10s	1s
	2	5
twenty-five		

100s	10s	1s	100s	10s	1s	100s	10s	1s	100s	10s	1s
1	2	5	6	4		3	6	4		4	0

100s	10s	1s	100s	10s	1s	100s	10s	1s
5	4	0	1	2		4	1	2

Repeat with
Choral Response: Three
Addends
Students make ten and
then add a third addend.

4 + 8 + 2	8 + 1 + 9	8 + 3 + 2	4 + 7 + 3	6 + 3 + 4	1 + 8 + 9	2 + 8 + 3	3 + 4 + 7
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Launch- Students notice
and wonder about
three-addend expressions
when two of the addends
make a ten.
 $9 + 5 + 1$
 $49 + 1 + 5$

Learn- Students simplify
addition by decomposing
one addend to make a ten
when the other addend
ends in 9.
 $49 + 7$ (decompose the 7)

$$\begin{array}{r} 49 + 7 \\ \underline{10} \quad 6 \\ 49 + 1 + 6 \\ 50 + 6 = 56 \end{array}$$

Students simplify addition
by decomposing one

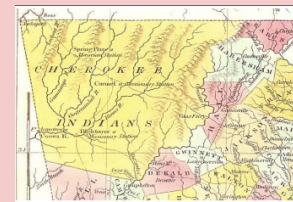
syllabary.

I can describe the
newspaper Sequoyah
created The Cherokee
Phoenix and locate its
publishing location, New
Echota, on a map.

Lesson/Activity:

Sequoyah Intro Video
Sequoyah PPT
Sequoyah Tab Booklet

Sequoyah—creator of the
Cherokee alphabet
(syllabary), he was born in
Tennessee, resettled in
Arkansas and visited
northwest Georgia to
advise eastern Cherokees.
Use a map of these areas
from the 1830's.



This 1830 map of Georgia
shows the Cherokee in the
far Northwest of Georgia,
where they had been
pushed south and west
from the North Carolina
and Tennessee areas.

In this lesson students will identify correct formation of sentences.

Write Name _____

Sentence Fix!

Directions: Each sentence below is incomplete. Correct it on the line.

the boy likes _____

1. _____

we like to _____

2. _____

August is my favorite _____

3. _____

jumping on the couch _____

4. _____

can you feel the _____

5. _____

is having a party _____

6. _____

I can hear the _____

7. _____

park today? _____

8. _____

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Write Name _____

Complete vs. Incomplete Sentences

The school bus.
(This doesn't make sense, does it?)
(Doesn't go to school)
(How about this one?)
(What? Now I make sense. We have a complete sentence!)

Incomplete Sentences	Complete sentences
Sentence does not make sense.	Sentence makes sense.
Sentence does not have a complete subject or predicate.	Sentence has a complete subject and predicate.
Sentence needs to be corrected.	Sentence has correct punctuation and capitalization where needed.
Example: Grocery store with my mom.	Sentence tells a complete thought. Example: I went to the grocery store with my mom.

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Students will identify sentences that are complete and incomplete. Students will use these skills to help them improve their writing.

Write Name _____

INSTRUCTIONAL CONNECTORS
SENTENCE FORMATION

ANCHOR CHART

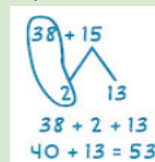
Essay Sentence Formation

Great writers form sentences by writing clear, complete sentences that make sense in response to the writing task.

Sentence Formation

Complete Sentence The dolphin was swimming fast in the water.	Fragment Swimming fast.
Clear Sentence We saw the dolphins jump out of the water. They jumped near our boat.	Run on Sentence We saw the dolphins jump out of the water they jumped near our boat.
Sentence Makes Sense Dolphins stay together in groups called pods.	Unclear Dolphins in pods.

addend to make a ten when the other addend ends in 8.
38 + 15 (decompose the 15)



Gradual release to the Problem Set

Land- What strategy did we use today that helps us simplify addition problems? When is it helpful to make a ten to add?

Exit Ticket- Students complete and turn in ET 5 for a formative grade.

Tuesday

Standard(s):

Standard(s):

Standard(s):

Standard(s):

Standard(s):

Standard(s):

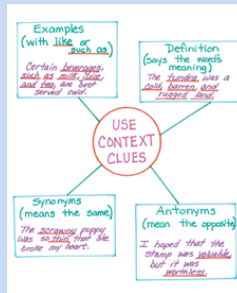
<p>ELAGSE2L1f</p> <p>LT: We are learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> ❑ I can expand sentences by adding details, combining, or revising sentences. ❑ I can use conjunctions to join two simple sentences and make them compound. <p><u>Suggested Key Terms:</u> Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange</p> <p>Lesson/Activity: Week 5 Transfer: Explore Session 21 Shared Writing: Revision Checklist TE pages 96-97</p> <p>Teachers: Introduce and discuss the revision checklist and how students can use it to revise their writing to include the punctuation they learned in this unit.</p> <p>Distribute the “Revision Checklist” reproducible.</p>	<p>ELAGSE2RI4</p> <p>LT: We are learning to find the meanings of words and phrases from grade-level informational text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> ❑ I can recognize new or unknown words. ❑ I can use prior knowledge and experiences to determine and clarify word/phrase meanings. ❑ I can use context clues to determine word/phrase meanings. <p>Lesson/Activity: Unit 3, Week 3, Lesson 12, TE pages 102-105, Smoke Jumpers Mentor Text Pages 18-19</p>  <p>Mentor Text: “Smoke Jumpers,” pages 18–19</p>	<p>ELAGSE1W6</p> <p>LT: I am learning to use tools to complete a writing piece with a partner.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> ❑ I can use a computer (digital tool) to make my writing book complete. ❑ I can work with a partner to publish my writing book. ❑ I can add a cover and images to my writing book. <p>Lesson/Activity: Unit 2 Week 6 Day 26, Lesson 26 TE pages 112-115 Writing a Letter to the Reader Publishing, Reflecting, and Setting Up Experiences for Transfer</p> <p>Writing a Letter to the Reader</p> <p>Writers create a letter to the reader to invite them into the book.</p> <p>Strategy: Writing a Letter to the Reader</p> <ol style="list-style-type: none"> 1. Imagine your reader. 2. Invite your reader to read your book. Name the reasons why he or she should read it. 3. Add a few sketches. 4. Reread the letter to make sure it makes sense. 	<p>ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> ❑ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur). ❑ I can apply letter-sound knowledge to read grade-level text. <p><u>Suggested Key Vocabulary:</u> word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent</p> <p>Lesson/Activity: Unit 3, Week 3, Day 12 TE pages 144-147 Word Study Resource Book, p. 35 My Word Study, Volume 1, p. 27</p>	<p>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 6- Make a ten to add within 200.</p> <p>Fluency- Happy Counting by Ones (395 to 406).</p>  <p>Choral Response: Take Out 2-Students use a number bond to decompose a one- or two-digit number into 2 and another part.</p>  <p>Whiteboard Exchange: Add Within 200- Students choose a strategy to add</p>	<p>SS2H1 b</p> <p>LT: I am learning about the life and contributions of Sequoyah.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> ❑ I can identify where Sequoyah was born and lived (Tennessee and Arkansas, later Oklahoma) and identify the regions of Georgia into which he traveled. ❑ I can describe how Sequoyah grew up as a Cherokee Indian. ❑ I can describe the syllabary Sequoyah created and why he wanted to make an alphabet for the Cherokee. ❑ I can describe the difficulties Sequoyah faced when creating the syllabary. ❑ I can describe the newspaper Sequoyah created The Cherokee Phoenix and locate its publishing location, New Echota, on a map. <p>Lesson/Activity: The Story of Sequoyah Sequoyah Tab Booklet</p> <p>Read Aloud(s): Kelly Rodgers: Sequoyah and the Written Word &</p>
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Students:
Review the skills explored in the unit as listed on the checklist.
Share their ideas for additional grammar skills that can be added to the checklist.

Name: _____ Date: _____

Revision Checklist

Area of Revision	What I should like to do with it	Reminders for myself	Status
Beginning	Work on: (a) using punctuation (b) using linking words and sentence structures (c) forming compound and complex sentences (d) _____ (e) _____		
Middle (end of most paragraphs)	Work on: (a) using punctuation (b) using linking words and sentence structures (c) forming compound and complex sentences (d) _____ (e) _____		
End	Work on: (a) using punctuation (b) using linking words and sentence structures (c) forming compound and complex sentences (d) _____ (e) _____		



Using Technology to Share Writing

Writers make an interactive way of sharing the information.

WriteScore Targeted Lessons: Incomplete and Complete Sentences

Complete and Incomplete Sentences Grade 2



In this lesson students will identify correct formation of sentences.

Complete vs. Incomplete Sentences

The school bus (This doesn't make sense, does it?)
Drove us to school.
(How about this one?)
The school bus drove us to school.
(Wow! Now it makes sense. We have a complete sentence!)

Incomplete Sentences	Complete sentences
Sentence does not make sense.	Sentence makes sense.
Sentence does not have a complete subject or predicate.	Sentence has a complete subject and predicate.
Sentence needs to be corrected.	Sentence has correct punctuation and capital letters where needed.
Example: Grocery store with my mom.	Sentence tells a complete thought. Example: I went to the grocery store with my mom.

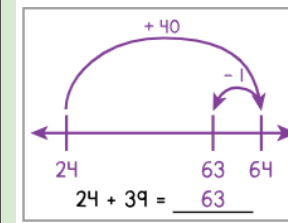
Students will identify sentences that are complete and incomplete. Students will use these skills to help them improve their writing.

Read and write HFWs: all, away, better, by, change, done, even, found, learn, only.

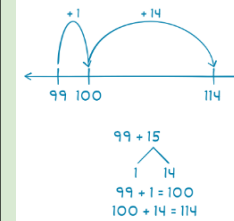
r-controlled vowel syllable type: /ûr/

- Build Words
- Read Interactive Text "The New Guy"
- Spelling
- High-Frequency Words
- Share and Reflect

two- or three-digit numbers. (Use Open Number Line charts)



Launch- Students engage in a Math Chat to share solution strategies for addition when crossing the hundred. $99 + 15 = ?$



Learn- Students simplify addition by decomposing one addend when the other addends ends in 9 to make a ten within 200. $109 + 35$

$$109 + 35$$

$$109 + 1 + 34$$


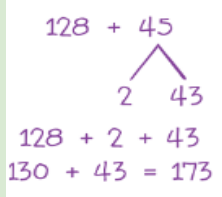
$$110 + 34 = 144$$

Students simplify addition by decomposing one addend when the other addend ends in 8 to make a ten within 200. $128 + 45$

The Creek & the Cherokee

James Rumford:
Sequoyah - [The Cherokee Man Who Gave His People Writing](#)

Sequoyah—his travels into Georgia were confined to the Upper Piedmont and Valley and Ridge regions.

				 <p>Gradual release to Problem Set.</p> <p>Land- Revisit the last problem in the book. Who is correct? What mistake did Lee make? When is making a ten a helpful strategy for addition problems?</p> <p>Exit Ticket- Students complete and turn in ET 6 for a formative grade.</p>	
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Wednesday

<p>Standard(s): L1f, L2b</p> <p>LT: We are learning to produce and expand complete and compound sentences. We are 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> <input type="checkbox"/> I can use conjunctions to join two simple</p>	<p>Standard(s): ELAGSE2RI6</p> <p>LT: We are 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> <input type="checkbox"/> I can define the author's purpose. <input type="checkbox"/> I can identify the author's purpose based on</p>	<p>Standard(s): ELAGSE1W6</p> <p>LT: I am learning to use tools to complete a writing piece with a partner. I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults).</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can add a cover and images to my writing</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to recognize and read grade-appropriate irregularly spelled words.</p> <p>SC: <i>I know I am successful</i></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> -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</p>	<p>Standard(s): SS2G2 SS2H1 SS2H2</p> <p>LT: I am learning about locations and regions of the Georgia Creek and Cherokee cultures of the past. I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.</p>
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sentences and make them compound.

□ I can expand sentences by adding details, combining, or revising sentences.

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

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

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

Key Terms:

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

Lesson/Activity:

Week 5 Transfer:

Explore Session 22

Shared Writing:

Create a Letter

TE pages 98-99

Bring the class together to write a letter as a community. Generate ideas for the letter.

"Sample"

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.

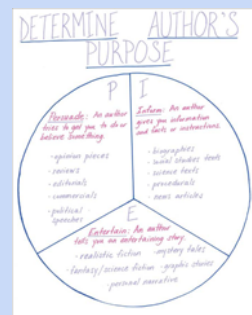
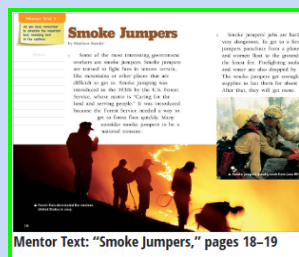
Lesson/Activity:

Unit 3, Week 3, Lesson 13,

TE pages 106-109,

Smoke Jumpers

Mentor Text Pages 18-19



book.

□ I can use paper, pencil, and digital media to produce a writing piece.

□ I can collaborate with (peers, teachers, and adults) to proofread my writing.

□ I can use tools to find and organize information.

□ I can publish and present my writing to an audience.

Suggested Key Terms

digital tools, internet, collaboration, gather information, research, producing, publishing

Lesson/Activity:

Unit 2 Week 6

Day 27/28 (Combine)

Lesson 27 & 28

TE pages 116-121

Making a Book Cover

Using Technology to Share

Publishing, Reflecting, and Setting Up Experiences for Transfer

Making a Book Cover

Writers create a cover for their book.

when...

□ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).

□ I can read words containing irregular vowel patterns.

□ I can spell words containing irregular vowel patterns.

Suggested Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated, choral reading, partner reading, self correct, word recognition, context, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:

Unit 3, Week 3, Day 13

TE pages 148-151

Word Study Resource

Book, pp. 36-37

My Word Study, Volume 1, p. 28

Practice HFWs: all, away, better, by, change, done, even, found, learn, only.

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 7- Solve word problems by using simplifying strategies for addition.

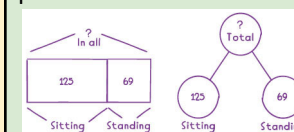
Fluency- Sprint: Add Within 100

1.	50 + 20	70
2.	30 + 25	55

Launch- Students make sense of a word problem to help them choose a solution strategy.

125 students are sitting in the cafeteria. 69 students are standing in the lunch line. How many students are there in all?

Read the word problem in parts and encourage students to picture the problem in their minds. Once we make sense of the story, we can make a drawing to represent the problem.



Learn- "Take a Stand"

I am learning about the life and contributions of Sequoyah.

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

□ I can identify where the Creek cultures of the past lived on a map of Georgia.

□ I can identify where the Cherokee cultures of the past lived on a map of Georgia.

□ I can describe the tools used by the Creek and Cherokee cultures of the past.

□ I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

□ I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

□ I can describe the ways of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

Lesson/Activity:

[What's a Syllabary?](#)

[The Story of Sequoyah: Georgia Stories](#)

October 10, 1940

Dear friend,

We are writing to you from our school in the city we're in second grade. There are many great things about our school. Some of us love to eat hot lunch. We all agree that pizza day is the best for hot lunch!

Recess is the best part of the school day. We get to play outside. Some like to play sports like basketball. Others like to jump rope. Some in a while, we all start a big game of soccer.

We would also like to tell you about our special classes. There are art, music, and gym. We really enjoy these special classes. Many of us love to do artwork, sports, or music productions.

Will you tell us something about your school?

Sincerely,
Oliver Jett

(May conduct letter writing for Veteran's Day.)

Strategy: Making a Book Cover

1. Reread your book. Think of a short title for your book.
2. Think of ideas for the cover's picture or drawing. Sketch out your cover drawing. Color it if you wish.
3. Add the book's title and your author name to the cover.

- ☐ What is a moment of learning you had?
- ☐ How do you think you've grown as a writer during this unit?
- ☐ What is something you're proud of?
- ☐ How do you plan on sharing your writing with a grown-up in your life?

Lesson Activity:
WriteScore: Targeted Lessons - Varied Length & Run-On Sentences

In this lesson, students practice identifying run-on sentences in a student essay. Students also examine how varying sentence length strengthens writing.

r-controlled vowel syllable type: /ûr/

- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "The President's Houser" and/or "Here Comes the Mail"
- Share and Reflect

routine: Students explain their reasoning for selecting a particular solution strategy. Print and hang up strategy solutions around the room (TE pg. 112-113) and ask students to stand in front of the sign that represents their math thinking for this problem. This naturally groups students. Then, have student groups explain their math thinking.

Use Benchmark Numbers to Count

On

107 + 21 = 128

Add Like Units

24 + 12

20 4 10 2

30 + 6

Compensation

116 + 24

+ 30

Make A Ten

38 + 15

2 13

38 + 2 + 13

40 + 13 = 53

Gradual release to Problem Set.

Land- How do these simplifying strategies help us solve addition problems? How do you decide which solution strategies to use?


Exit Ticket- Students will complete and turn in Topic Ticket A for a summative grade.

Inspire: Sequoyah Social Studies PPT

Why was Sequoyah's syllabary important to the Cherokee?

How did the places where Sequoyah lived affect his work?

How did Sequoyah's work with the syllabary affect his life?

		<div><div><div><div><div><div></div><div>Write Score</div></div><div>Name _____</div></div><div><div>Informational Task</div><div><i>Kid Chef</i></div><div>Analyzing the Student Essay</div></div><div><div>Writing Task: Based on the articles "Kids Cooking" and "Chef for a Day," write an essay that explains how kids can be a chef.</div></div><div><div>Sample #1 – Run-on Sentences</div><p>4 Lately, kids can be a chef by learning from a real chef on how to get better and in Passage 2 it says that kids "get to cook with chefs" at the National Children's Culinary Festival but the author says that they "prepare food" and "no recipes." The article "Chef for a Day" also states "You can be chef for a day and help others" and people or chefs go to Ronald McDonald Houses and cook for families and kids that have to stay there because they are sick and some of the patients even learned from Chef Ming Tui when they "helped him cook" (Passage 2) that is a nice way to help others.</p><div>1</div><div>© Copyright Write Score LLC</div></div><div><div>Informational Task</div><div><i>Kid Chef</i></div><div>Analyzing the Student Essay</div></div><div><div>Writing Task: Based on the articles "Kids Cooking" and "Chef for a Day," write an essay that explains how kids can be a chef.</div></div><div><div>Sample #1 – Run-on Sentences</div><p>4 Lately, kids can be a chef by learning from a real chef on how to get better and in Passage 2 it says that kids "get to cook with chefs" at the National Children's Culinary Festival but the author says that they "prepare food" and "no recipes." The article "Chef for a Day" also states "You can be chef for a day and help others" and people or chefs go to Ronald McDonald Houses and cook for families and kids that have to stay there because they are sick and some of the patients even learned from Chef Ming Tui when they "helped him cook" (Passage 2) that is a nice way to help others.</p><div>1</div><div>© Copyright Write Score LLC</div></div><div><div>Sample #3 – Varied Sentences</div><p>4 Lately, kids can be a chef by learning from a real chef on how to get better. In Passage 2, it says that kids "get to cook with chefs" at the National Children's Culinary Festival. The author says that they "prepare food" and "no recipes." The article "Chef for a Day" also states, "You can be chef for a day and help others." People or chefs go to Ronald McDonald Houses and cook for families and kids that have to stay there because they are sick. Some of the patients even learned from Chef Ming Tui when they "helped him cook" (Passage 2). That is a nice way to help others.</p></div></div></div></div>			
Thursday					
<p>Standard(s): L1f, L2b</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p>	<p>Standard(s): ELAGSE2RL4</p> <p>LT: We are learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning.</p> <p>SC: <i>I know I am successful when:</i></p>	<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> <input type="checkbox"/> I can identify facts and</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</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> -I can add two two-digit numbers using the</p>	<p>Standard(s): SS2G2 SS2H1 SS2H2</p> <p>LT: I am learning about locations and regions of the Georgia Creek and Cherokee cultures of the past. I am learning about the</p>

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 recognize that a comma indicates a pause in text.
- ☐ I can determine where the comma is placed in a greeting.
- ☐ I can determine where the comma is placed in a closing.

Key Terms:

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

Lesson/Activity:

Week 5 Transfer:
Explore Session 23
Shared Writing:
Revise the Letter
TE pages

Teachers & students use the "Revision Checklist" to revise the shared writing

- ☐ I can identify words or phrases that repeat or rhyme.
- ☐ 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 3, Week 3, Lesson 14,
TE pages 110-113,
Mentor Text Words Like
Freedom Pages 22-23



Mentor Text: "Words Like Freedom," pages 22-23

FEATURES OF POETRY
LINE: a group of words appearing together in a row
STANZA: a group of lines of poetry that form a unit together; poems are structured by stanzas
RHYME: words that have the same ending sound
RHYTHM: beat that is expressed through stressed and unstressed syllables
ALLITERATION: words close together that have the same starting sound
REPETITION: repeated words, phrases, or lines
FIGURATIVE LANGUAGE: language that shows something other than what the words literally mean

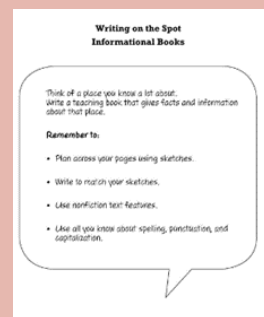
details that give information about my topic.

- ☐ I can identify important words I have learned that I will define for my reader.
- ☐ I can outline what I will say first, second, and third to make clear points about my topic.

Lesson/Activity:

Unit 2 Week 6
Day 29, Lesson 29
TE pages 124-125
End of Unit -
Writing on the Spot and
Reviewing Goals

Publishing, Reflecting, and
Setting Up Experiences for
Transfer



Informational Look-Fore Checklist			
By watching students write and looking at their pre-assessments, gather information to help you make future instructional choices throughout the unit.			
Goal	Observations	Groupings	Other Notes
When comparing with others and making plans for presentation.			
When using shared and written feedback.			
When using their writing for learning.			
When used and feedback their partners.			

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

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

- ☐ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Suggested Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated, choral reading, partner reading, self correct, word recognition, context, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:

Unit 3, Week 3, Day 14
TE pages 152-153
Word Study Resource
Book, pp. 36-37
My Word Study, Volume 1,

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 8-Use concrete models to make a ten.

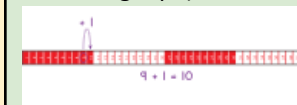
Fluency- Choral

Response: Add in Unit Form- Students add ones or tens in unit form to build place value understanding.

5 ones + 2 ones = 7 ones	5 ones + 5 ones = 10 ones	10 ones + 5 ones = 15 ones	10 ones + 8 ones = 18 ones
8 ones + 2 ones = 10 ones	9 ones + 2 ones = 11 ones	10 ones + 9 ones = 19 ones	10 ones + 8 ones = 18 ones

Choral Response: Make the Next Ten- Students identify the next ten and how many more to make the next ten, and then say an equation.

9 + 1 = 10 (model on measuring tape)



Repeat with the following:

19	8	18	38	7	27	6	36
----	---	----	----	---	----	---	----

Choral Response: Model Numbers with Place Value

tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.

I am learning about the life and contributions of Sequoyah.

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

- ☐ I can identify where the Creek cultures of the past lived on a map of Georgia.
- ☐ I can identify where the Cherokee cultures of the past lived on a map of Georgia.
- ☐ I can describe the tools used by the Creek and Cherokee cultures of the past.

☐ I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

☐ I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

☐ I can describe the ways of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

letter. Invite students to revise the letter by combining sentences to make compound or complex sentences.

Explore

Shared Writing: Revise the Letter

Partnerships use the checklist and revise the letter from the previous session with compound and complex sentences.

October 21, 2020

Dear Friends,

We are writing to you from our school in the city. We're in second grade, and there are many great things about our school. Some of us love to eat hot lunch, and we all agree that soccer day is the best!

Because we get to play outside, recess is the best part of the school day. While some kids like to play sports like basketball, others like to jump rope. Once in a while, we all start a big game of kickball.

We would also like to tell you about our special classes. They are art, music, and gym. Because many of us love to do artwork, sports, or music productions, we really enjoy these special classes.

Will you tell us something about your school?

Sincerely,

Class 201

Name: _____ Date: _____

Revision Checklist

Area of Revision	What I Struggle to Do with It	Reminders for Do with It	Status
Beginning	<ul style="list-style-type: none"> Using end punctuation Using commas Using joining words and apostrophes Using compound and complex sentences 		
Middle (one or more paragraphs)	<ul style="list-style-type: none"> Using end punctuation Using commas Using joining words and apostrophes Using compound and complex sentences 		
End	<ul style="list-style-type: none"> Using end punctuation Using commas Using joining words and apostrophes Using compound and complex sentences 		

Writing on the Spot & Reviewing Goals

Writers will read one informational text: "Two Habitats." They will use this information and anything else they know to begin writing a piece of nonfiction. Then writers review their writing goals.

Use this sheet to help you focus on your goals for this unit.

Goal	What I Meant	What I Did Not	How I Can Still Grow
When I write an expository text, I will use facts and details to support my main idea.	I used facts to support my main idea.	I did not use facts to support my main idea.	I can use more facts to support my main idea.
When I write an expository text, I will use a topic sentence to introduce my main idea.	I used a topic sentence to introduce my main idea.	I did not use a topic sentence to introduce my main idea.	I can use a topic sentence to introduce my main idea.
When I write an expository text, I will use a topic sentence to introduce my main idea.	I used a topic sentence to introduce my main idea.	I did not use a topic sentence to introduce my main idea.	I can use a topic sentence to introduce my main idea.
When I write an expository text, I will use a topic sentence to introduce my main idea.	I used a topic sentence to introduce my main idea.	I did not use a topic sentence to introduce my main idea.	I can use a topic sentence to introduce my main idea.

- ☐ What is a moment of learning you had?
- ☐ How do you think you've grown as a writer during this unit?
- ☐ What is something you're proud of?
- ☐ How do you plan on sharing your writing with a grown-up in your life?

Lesson Activity:

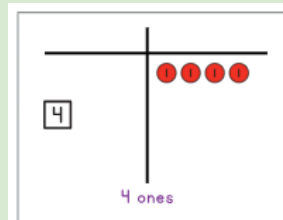
WriteScore: Targeted Lessons - Revise Using Capitalization and Punctuation

p. 28

Read HFWS: all, away, better, by, change, done, even, found, learn, only.

r-controlled vowel
syllable type: /ûr/
• Read Multisyllabic Words
• Decode by Analogy
• Read Accountable Text
"The President's Houser" and/or "Here Comes the Mail"
• Share and Reflect

Disks- Students use Place Value Disks to model a one- or two-digit number and say the number in unit form.



Repeat with the following:

14	24	6	16	26	9	29	39
----	----	---	----	----	---	----	----

Launch- Students reason about a familiar context to relate to the concept of completing a unit of ten.

Play part 1 of student assembly video. *The students waiting by the door need to sit down. How can the students who are already seated move so that all students can sit with their class?*

Play part 2. Students think-pair-share about how the problem was solved.



Learn- Add and Compose a Ten: Students reason about the composition of a ten.

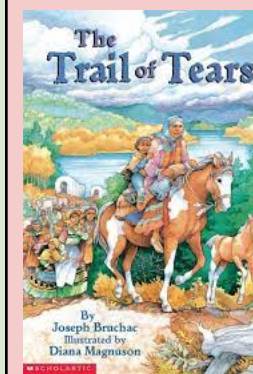
Lesson/Activity:

Why Do We Remember Sequoyah today?

*Why did Sequoyah make these moves? What else was happening in the United States?

*Many historians believe that Sequoyah became a silversmith and blacksmith after losing the full use of one of his legs. How did this change in profession affect both his work on the syllabary and his choice of where to live?

*How does Sequoyah's movement west echo the larger Cherokee nation's movement west? Were all these moves made by choice? For whose benefit were these moves made?



The Trail of Tears, by Joseph Bruchac.

*Living in

In this lesson students will learn how to use correct capitalization.



Students will identify capitalization errors. Review the difference between upper and lowercase letters, as well as understand basic capitalization rules such as capitalizing the first word in a sentence and proper names.

Write Score _____ Name _____

CAPITAL LETTER HUNT ABC

Directions: For each capitalized word in the paragraph below, write each word under the category that tells why the word is capitalized.

Next summer I am going to visit Aunt Jo. She lives in Washington, near the mountains. I am very excited to visit there because in June and July the weather is all not very hot. We are going to go hiking and camping in the Olympic National Park. We will celebrate July 4th there, too!

Beginning of a Sentence	Proper Name	Holiday	Day of the Week	Month of the Year

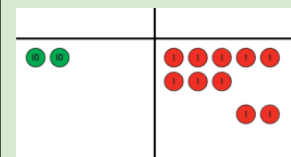
Directions: Find the words that need to be capitalized. Then, rewrite the sentences with correct capitalization.

- becca's favorite holidays are halloween and easter.
- my friends, jouse and carlos live on cadbury avenue.
- my birthday is on december 24th and that is also christmas eve!
- can you come over to kerry's house on wednesday, june 15?

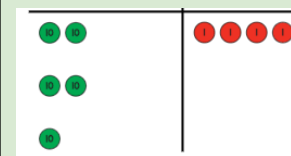
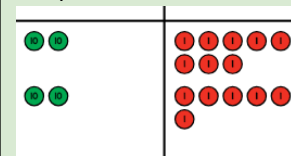
Write Score _____

What Needs a Capital Letter?

Proper Names	Kerry Mrs. Green James Street	Smoky National Park Target Grandma
Days of the Week	Sunday Monday Tuesday	Wednesday Thursday Friday
Months of the Year	January February March April May June	July August September October November December
Holidays	New Year's Eve Valentine's Day St. Patrick's Day Easter	Fourth of July Thanksgiving Hanukkah Christmas



Model the Composition of a Ten: Students use place value disks to add and compose a ten.



Gradual release to Problem Set.

Land- Look at the problems $54 + 15$ and $54 + 28$. Did you compose a new unit of ten in both problems? Why? When do you compose a new unit of 10? What can you look for to know if you will need to compose a ten, without modeling?

Exit Ticket- Students will complete and turn in ET 8 for a formative grade.

_____ affected Sequoyah's work because _____.

*Sequoyah decided to live _____ because _____.

* _____ was an important location for Sequoyah because _____.

Friday - PBIS House Assembly

Standard(s):
L1f, L2b

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

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

SC: *I 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 recognize that a comma indicates a pause in text.

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

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

Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, legible, produce, expand, rearrange, Letters, punctuation, greetings, correspondence, body,

Standard(s):
ELAGSE2SL1

LT: We are learning to participate in collaborative conversations about second grade topics.

SC: *I know I am successful when:*

☐ I can listen to and share ideas.

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

☐ I can ask questions to clarify understanding.

Lesson/Activity:

Unit 3, Week 3, Day 15,

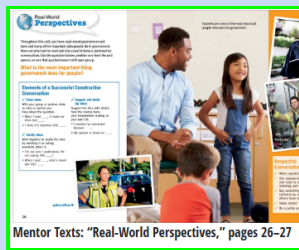
TE pages 114-117,

Benchmark Unit 3

Assessment

Mentor Text Real World

Perspectives Pages 26-27



Mentor Texts: "Real-World Perspectives," pages 26-27

Standard(s):
ELAGSE2W2

LT: I am learning to explain a topic using facts and definitions to develop points.

SC: *I know I am successful when:*

☐ I can identify facts and details that give information about my topic.

☐ I can identify important words I have learned that I will define for my reader.

☐ I can outline what I will say first, second, and third to make clear points about my topic.

Lesson/Activity:

Unit 2 Week 6

Day 30, Lesson 30

TE pages 126-127

End of Unit - Finish Writing

On the Spot &

Reflecting On Goals

Publishing, Reflecting, and Setting Up Experiences for Transfer

Standard(s):
**ELAGSE2RF3
ELAGSE2RF4**

LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

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

☐ I can identify the sounds for different r-controlled vowels (ar, er, ir, or, ur).

☐ I can read words containing irregular vowel patterns.

☐ I can spell words containing irregular vowel patterns.

Suggested Key Vocabulary:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, irregular, spelling patterns, inconsistent, orally, expression, accuracy, repeated, choral reading,

Standard(s):
2.NR.2.3

LT: We are learning to add numbers using different strategies.

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

-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 9- Use place value drawings to compose a ten and relate to written recordings.

Fluency- Whiteboard Exchange: Model Numbers with Place Value Drawings- Students use place value drawing to model two- or three-digit numbers, say the number in unit form, and write the number in

Standard(s):
**SS2G2
SS2H1
SS2H2**

LT: I am learning about locations and regions of the Georgia Creek and Cherokee cultures of the past.

I am learning about the tools, clothing, homes, ways of making a living, and accomplishments of the Georgia Creek and Cherokee cultures of the past.

I am learning about the life and contributions of Sequoyah.

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

☐ I can identify where the Creek cultures of the past lived on a map of Georgia.

☐ I can identify where the Cherokee cultures of the past lived on a map of Georgia.

☐ I can describe the tools used by the Creek and Cherokee cultures of the past.

☐ I can describe the clothing worn by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

closings, commas, capitalization

Lesson/Activity:

Week 5 Transfer:
Explore Session 24
Try Out Commas In Your Writing
TE pages

Teachers will circulate and guide students with revision checklists. Students will work by looking back at their writing and revising it for correct comma use. Students may choose to rewrite the sentences with commas or simply add commas to the existing writing.

Share with partners.

Explore

Try Out Commas in Your Writing

Individual students revise an original piece of writing to include commas.

Professional Development

Revision Checklist

This is used to help make plans for revising each part of the writing. Share this strategy for using it:

- 1. Read one section of your writing piece.
- 2. Check off only the items you want to go back and revise.
- 3. Repeat this process for all parts of your piece.
- 4. Revise the parts you checked off.

Government Working for Us Collaborative Conversation Modeling Script

Speaker 1: I have an opinion about the question. I think the most important thing government does is...
Speaker 2: What do you mean by "important"?

Speaker 1: Well, what I mean is the people who work in government to write laws, pass them, and enforce them. The jobs that all of those people do are very important.

Speaker 3: That's interesting. When you say "enforce them," that brings judges and police officers into the conversation as well as members of Congress.

Reflecting on Goals

Writers will complete the quickwrite and plan how they want to share their writing with caregivers. Writers look back at the goals of the unit and reflect on what they learned.

Learning Goals

WE WILL STUDY:

- ✓ What informational writing is
- ✓ How to write informational writing about places near and far

WE WILL WORK ON:

- ✓ THE GOALS
- ✓ Writers come up with ideas and make plans for informational books.
- ✓ Writers design books with a reader in mind.
- ✓ Writers use visual and written details.
- ✓ Writers edit their writing for accuracy.

When effective writers finish a piece, they take time to look back over how the project went, and they think about what went well and where they would like to focus on next.

Writing on the Spot Informational Books

Think of a place you know a lot about. Write a teaching book that gives facts and information about that place.

Remember to:

- Plan across your pages using sketches.
- Write to match your sketches.
- Use nonfiction text features.
- Use all you know about spelling, punctuation, and capitalization.

Lesson/Activity:

WriteScore: Targeted Lessons - Revise Using Capitalization & Punctuation

In this lesson students practice adding punctuation where

partner reading, self correct, word recognition, context, irregular vowel pattern, high frequency words, irregularly spelled words

Lesson/Activity:

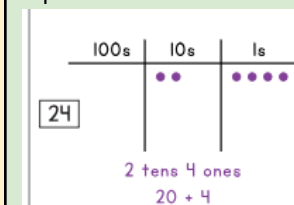
Unit 3, Week 3, Day 15
TE pages 154-155
Word Study Resource Book, pp. 36-37
My Word Study, Volume 1, p. 28

Read HFWs: all, away, better, by, change, done, even, found, learn, only.

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

- Read Accountable Text "The President's House" and/or "Here Comes the Mail"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words
- Cumulative Assessment

expanded form.

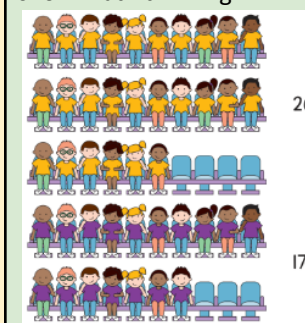


Repeat with the following:

124	16	116	106
-----	----	-----	-----

Launch- Students use place value disks to model an addition problem and relate their model to a place value drawing. Two classes are sitting in rows. The class in yellow has 26 students. The class in purple has 17 students. How many students are there?

Discuss student ideas then use place value disks to show math thinking.



Learn- Students make place value drawing to represent and solve addition problems.
26 + 17

I can describe the homes built by the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.
I can describe the ways of making a living within the Creek and Cherokee cultures of the past and how it was influenced by the regions in which they lived.

Lesson/Activity:

Sequoyah:
Inspire - Social Studies Lab

Sequoyah Timeline

After reading about and studying Sequoyah, students will complete the attached timeline of Sequoyah's life.

Sequoyah's Facts & Opinions

Students will sort the statements into the Fact and Opinion Columns. Have students add their own facts and opinions.

Remember to have students defend their thinking with the group to sort the statements.

I think Sequoyah was the smartest man of his time because...

BEFORE REVISION:
I haven't been on a real horse, but I do have a stuffed animal horse named Lulu. She likes to eat apples, carrots, and marshmallows. I don't have a real horse. I want to have one someday. For now I am happy to have Lulu.

AFTER REVISION:
I haven't been on a real horse, but I do have a stuffed animal horse named Lulu. She loves to eat apples, carrots, and marshmallows. Even though I don't have a real horse, I want to have one someday. For now, I am happy to have Lulu, and we can pretend to go on rides together.



**Week 5 Transfer
Session 25
Post-Assessment
Assess What Students
Know About Punctuation**


Students show what they have learned about punctuation since the beginning of the unit.

**Post-Assessment
Assess What
Students Know
About Punctuation**


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

Choice 2: Write a letter with three types of end punctuation and commas.

**necessary in a student
essay.**


Write Score

Passage 1: KIDS COOKING
By Lee Bernstein



Think about places where you eat. Think about your favorite food. Imagine running your own restaurant. Imagine making a meal for adults.

Kinderkookkade
This restaurant is run by kids. It is in Amsterdam, Netherlands. The children are 12 or under. 7-year-olds can plan a meal. They also cook the meal. Then they serve the meal to adults.

The food they make is easy. It does not cost much money. The kids go to the kitchen's rear door. Some of the customers are their parents. Some of the customers live in the area.

Child Chef
There is "Child Chef Showdown" is a popular television show. Children cook fancy food on the show. They have a contest. Adults taste their food. There is a 7-year-old on one of the teams.

Some of the kids made fish dishes. Some made cookies. Some made red velvet cupcakes. They like to cook with their moms and dads at home. Some make dishes for their family.

Child Critic
A food critic decides if a meal is good or not. Martha Payne is 9. She lives in Scotland. One day, she took pictures of school lunches. She wrote reviews of the meals. A famous chef saw her reviews. He helped her become famous. Her school now serves better lunches.

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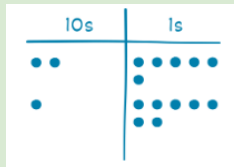

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Passage 2: CHEF FOR A DAY
By Olive Blake

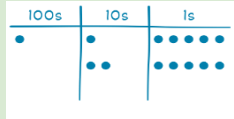



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Grade 2: Informational Task
Kid Chef Writing Prompt

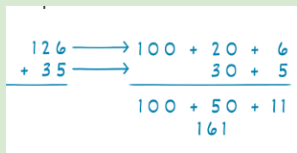


Use Place Value Drawings to Add: 115 + 25 (in books)



Students make connections between place value drawings and written methods: 126 + 35

Place Value drawings Vertically and Expanded Form



Gradual release to the Problem Set.

Land- How do place value drawings help you add? How does a place value drawing relate to a written recording?

Exit Ticket- Students will complete and turn in ET 9 for a formative grade.

Making Connections:
Literacy in Our Community-
Are there people in our community who have not had the chance to learn to read and write? Why do you think this happens? What are some ways that community members could come together to help people learn to read and write, even if they are no longer in school?