

## Carrie Waters' Week of: October 07-11, 2024 Whole Group Lesson Plans

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

<b>GRAMMAR</b> Unit 2 Week 3 Lesson(s) 12-14 Commas In Letters & Compound Complex Sentences	<b>READING</b> Unit 3 Week 1 Lessons 3-5 Benchmark WK 1 Unit Assessment Government Working For Us	<b>WRITING</b> Volume 2 Week 3 Lesson(s) 13-15 Writing About & Places Near & Far	<b>PHONICS</b> Unit 3 Week 1 Lesson(s) 2-5 Government Working for Us Long u: u, ew, ue, u_e Vowel Teams	<b>MATH</b> Module 1 Lesson 36 Lesson 38 (Optional) End of Module 1 Assessment Part 2	<b>SCIENCE</b> Patterns In Day & Night Week 3 Moon Phases Rock Your School
<b>Monday -</b>					
<b>Standard(s):</b> <b>ELAGSE2L2b</b>  LT: I am learning to use commas in the greetings and closings of a letter when writing.  SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing.  <u>Suggested Key Terms:</u> Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization	<b>Standard(s):</b> <b>ELAGSE2RI6</b>  LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.  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 what the author wants to answer. <input type="checkbox"/> I can identify the author's purpose based on what the author wants to explain. <input type="checkbox"/> I can identify the author's purpose based on what the author wants to describe. <input type="checkbox"/> I can use the facts from the text to support what	<b>Standard(s):</b> <b>ELAGSE2W2</b>  LT: I am learning to explain a topic using facts and definitions to develop points.  SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can identify facts and details that give information about my topic. <input type="checkbox"/> I can identify important words I have learned that I will define for my reader. <input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about my topic.  <b>Lesson/Activity:</b> Volume 2, Lesson 13, TE pages 60-63.	<b>Standard(s):</b> <b>ELAGSE2RF3</b>  LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words.  SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can recognize common spelling patterns	<b>Standard(s):</b> <b>2.NR.1.3</b>  LT: We are learning to use place value to represent numbers up to 1,000.  SC: <i>I will know I'm successful when I can...</i> -compare numbers to 1,000 using various materials. -compare numbers to 1,000 using base ten materials. -compare numbers to 1,000 using pictures. -compare numbers to 1,000 using expanded form. -compare numbers to 1,000 using words. -compare numbers to 1,000 using greater than, less than, equal to symbols (>, <, =).  <b>Lesson/Activity:</b>	<b>Standard(s):</b> <b>S2E2</b>  LT: We are learning about the appearance of the moon.  SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can describe and draw observations of the moon's appearance over time. <input type="checkbox"/> I can describe patterns in the changes of the moon's appearance over time. <input type="checkbox"/> I can predict how the appearance (look) of the moon will change over time based on the patterns I have observed. <input type="checkbox"/> I can use words and/or pictures to show how the changes in the moon's appearance are caused by the movement of the moon, Earth, and light

Lesson/Activity:  
Teach Session 12  
Use Commas  
TE pages 78-79.

### Teach Use Commas

Using Mentor Text 2,  
create an anchor  
chart for future  
reference that lists  
some comma rules.

### Comma Rules

Put a comma...

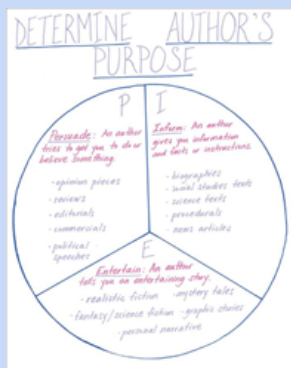
- between the day and year in a date
- after the opening and closing of a letter
- after an interjection at the start of a sentence
- after a transition word at the start of a sentence
- between words in a series

### Strategy: Using Commas in Sentences

Read a sentence aloud without pausing.  
Look for parts that are listed in the comma rules chart.  
Add commas to follow the comma rules.

the author wanted to  
answer, explain, or  
describe.

Lesson/Activity:  
Unit 3, Lesson 3,  
TE pages 66-69.



### Telling More Using a List

Writers use commas when they are making lists of three or more. Writers turn to partners to work together on where to add commas in their own writing.

### Strategy: Telling More Using a List

1. Find an idea in your writing that you know three or more examples of. If you need, complete the sentence frame: Three examples of \_\_\_\_\_ are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. Make a short list of these three things in a sentence and add it to your writing.
3. Be sure to use a comma between each item in the list, and "and" before the last item.

that create long vowel sounds.

Suggested Key Vocabulary  
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, common, spelling-sound correspondences, spelling patterns

Lesson/Activity:  
Unit 3 Week 1 Day 2  
TE pages 112-115  
Word Study Resource Book, p. 27  
My Word Study, Volume 1, p. 21

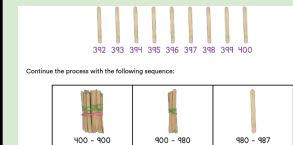
### Vowel team syllable type: long u

- Phonological Awareness: Substitute Medial Vowel Sounds
- Build Words
- Read Interactive Text "Rules and Laws"
- Spelling
- High-Frequency Words
- Share and Reflect

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

Lesson 36-Apply place value understanding to compare by using  $>$ ,  $=$ ,  $<$ .

Fluency: Counting with Ones, Tens, and Hundreds  
Count from 392 to 987.



5-Groups of Ones, Tens, or Hundreds  
Raise your hand when you know the answer. Wait for my signal to answer.  
2 ones, 2 tens, 2 hundreds,  
5 ones, 5 tens, 5 hundreds,  
7 ones, 7 tens, 7 hundreds,  
9 ones, 9 tens, 9 hundreds

Whiteboard Exchange:  
Compare Numbers  
Display 154 and 278 on place value charts. What number is represented? Write a number sentence by using the greater than, equal to, or less than symbol to compare the two numbers.  
Repeat with these-

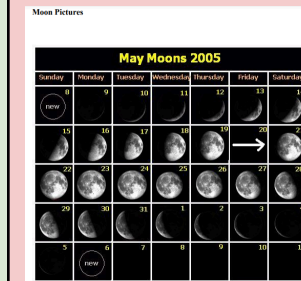
162 + 162   231 + 213   300 + 299   375 + 349   521 + 512   763 + 765

Launch: Students choose from 2 options and justify their reasoning.

from the Sun.

Lesson/Activity:  
Intro: The Moon

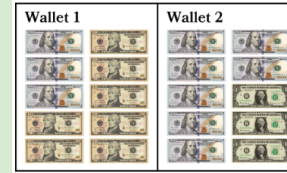
Mystery Science: [When Can You See the Full Moon?](#)



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

In the activity, My Moon Book, students observe photos of the Moon taken over the course of four weeks and draw pictures of the Moon's phases in their book.

Students will use these observations to discover patterns in how the Moon's shape changes and predict when the next full moon will appear.



What do you notice and wonder about these two wallets?

Today, we will use our place value understanding to compare numbers.

**Learn:** Compare Numbers with the Same Digits

Pair students as A and B.

A: Write 824 on place value chart.

B: Write 248 on place value chart.

With your partner, decide which comparison symbol to use. What place value unit did you look at to compare?

**More than 9 of a Unit**

A: Draw 99 on place value chart.

B: Draw 10 tens on the place value chart.

Which comparison symbol should you use?

Give a comparison statement that uses *greater than* to compare the two numbers. Then, use a comparison statement using *less than*.

**Same Digits, Different**

				<p>Value Use the digits 3, 4, 5 to make as many 3-digit numbers as you can.</p> <p>Problem Set: Workbook pg. 235-236.</p> <p>Land/Debrief: How do digits and their places in a number line help us compare two numbers? How can we compare numbers when there is more than 9 of a unit?</p> <p>Students will complete and turn in Exit Ticket 36 for a formative grade.</p>	
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## Tuesday -

<p><b>Standard(s):</b> <b>ELAGSE2L2b</b></p> <p>LT: I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize that a comma indicates a pause in text.</li> <li><input type="checkbox"/> I can determine where the comma is placed in a greeting.</li> <li><input type="checkbox"/> I can determine where the comma is placed in a closing.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2L4</b></p> <p>LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize grade-appropriate words and their meaning.</li> <li><input type="checkbox"/> I can use prior knowledge to help determine the meaning of a word or phrase.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b></p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify facts and details that give information about my topic.</li> <li><input type="checkbox"/> I can identify important words I have learned that I will define for my reader.</li> <li><input type="checkbox"/> I can outline what I will say first, second, and third</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSERF3</b></p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning how to tell the difference between long and short vowels when reading regularly</p>	<p><b>Standard(s):</b> <b>2.NR.1.3</b></p> <p>LT: We are learning to use place value to represent numbers up to 1,000.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <li>-compare numbers to 1,000 using various materials.</li> <li>-compare numbers to 1,000 using base ten materials.</li> <li>-compare numbers to 1,000 using pictures.</li> <li>-compare numbers to 1,000 using expanded</li> </ul>	<p><b>Standard(s):</b> <b>S2E2</b></p> <p>LT: We are learning about the appearance of the moon.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe and draw observations of the moon's appearance over time.</li> <li><input type="checkbox"/> I can describe patterns in the changes of the moon's appearance over time.</li> <li><input type="checkbox"/> I can predict how the appearance (look) of the</li> </ul>
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### Suggested Key Terms:

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

### Lesson/Activity:

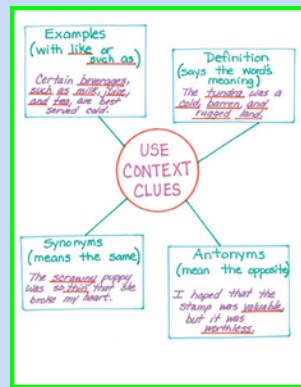
Explore Session 13  
Comparing Letters  
TE pages 80-81



❑ I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.

### Lesson/Activity:

Unit 3, Lesson 4,  
TE pages 70-73.



to make clear points about my topic.

### Lesson/Activity:

Volume 2, Lesson 14,  
TE pages 64-67.

### Telling More by Using Describing Words

Writers plan out their chapters by naming topics and subtopics across their fingers and then sketching or writing.

### Strategy: Telling More by Using Describing Words

1. Find where in your writing you describe a place or habitat.
2. Picture the place in your mind. Close your eyes if you have to.
3. Think of the words you want to use to describe what you see. Ask yourself: "How can I describe the color, shape, size, or anything else about this place?"
4. Write these describing words into your piece to help paint a clear picture for your reader.

spelled one-syllable words.

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

❑ I can recognize the spelling patterns that make vowels change sound in one syllable words.

❑ I can identify the long vowel sounds.

❑ I can recognize common spelling patterns that create long vowel sounds.

❑ I can use spelling patterns to recognize words.

### Suggested Key Vocabulary

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

### Lesson/Activity:

Unit 3 Week 1 Day 3  
TE pages 116-119

Word Study Resource  
Book, pp. 28-29

My Word Study, Volume 1,  
p. 22

form.

-compare numbers to 1,000 using words.

-compare numbers to 1,000 using greater than, less than, equal to symbols (>, <, =).

### Lesson/Activity:

Module 1, Part 2  
Assessment

Teachers will guide students through the Module 1, Part 2 Assessment

Vocabulary: Standard Form, Word Form, Unit Form, Expanded Form, Ones, Tens, Hundreds, Greater Than (>), Less Than (<), Equal To (=)

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:

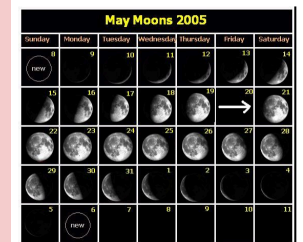
Intro: Story Bots Time to Shine

Read Aloud:

The Disappearing Moon



Moon Pictures



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

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

			<p><b>Vowel team syllable type: long u</b></p> <ul style="list-style-type: none"> <li>• Read Accountable Text "Vote for Lulu"</li> <li>• Spelling</li> <li>• High-Frequency Words</li> <li>• Share and Reflect</li> </ul>		<p>over the course of four weeks and draw pictures of the Moon's phases in their book.</p> <p>Students will use these observations to discover patterns in how the Moon's shape changes and predict when the next full moon will appear.</p>
Read and write HFWs: again, below, carry, does, eight, find, house, laugh, mother, school.					

### Wednesday -

<p><b>Standard(s):</b> <b>ELAGSE2L2b</b></p> <p>LT: I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize that a comma indicates a pause in text.</li> <li><input type="checkbox"/> I can determine where the comma is placed in a greeting.</li> <li><input type="checkbox"/> I can determine where the comma is placed in a closing.</li> </ul> <p><u>Suggested Key Terms:</u> Letters, punctuation,</p>	<p><b>Standard(s):</b> <b>ELAGSE2RI3</b> <b>ELAGSE2RI6</b></p> <p>LT: I am learning to describe the connection between a series of historical events, scientific ideas/concepts, or steps in technical procedures.</p> <p>I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain the sequence of two or more historical events in a text.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b></p> <p>LT: I am learning to explain a topic using facts and definitions to develop points.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify facts and details that give information about my topic.</li> <li><input type="checkbox"/> I can identify important words I have learned that I will define for my reader.</li> <li><input type="checkbox"/> I can outline what I will say first, second, and third to make clear points about my topic.</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b></p> <p>LT: I am learning to read and spell words with vowel teams.</p> <p>I am learning to read two-syllable long vowel words.</p> <p>I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.</p> <p>I am learning to read words with common prefixes and suffixes.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize the</li> </ul>	<p><b>Standard(s):</b> <b>2.NR.1.3</b></p> <p>LT: We are learning to use place value to represent numbers up to 1,000.</p> <p>SC: <i>I will know I'm successful when I can...</i></p> <ul style="list-style-type: none"> <li>-count forward by ones, tens, and hundreds within 1,000, starting at any number.</li> <li>-compare 2 three-digit numbers by using &gt;, &lt;, and = symbols.</li> </ul> <p><b>Lesson/Activity:</b> <b>Module 1 Part 2</b> <b>Assessment</b></p> <p>Students will work through</p>	<p><b>Standard(s):</b> <b>S2E2</b></p> <p>LT: We are learning about the appearance of the moon.</p> <p>SC: <i>I will know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe and draw observations of the moon's appearance over time.</li> <li><input type="checkbox"/> I can describe patterns in the changes of the moon's appearance over time.</li> <li><input type="checkbox"/> I can predict how the appearance (look) of the moon will change over time based on the patterns I have observed.</li> </ul>
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greetings, correspondence, body, closings, commas, capitalization

Lesson/Activity:  
Explore Session 14  
Shared Writing:  
Compose a Letter  
TE pages 82-83

### Explore

#### Shared Writing: Compose a Letter

As a group, write a letter that includes the many specific uses of a comma.

September 23, 2020

Dear Mrs. Hernandez,

First, we wanted to tell you how much we like your gym class. It is a lot of fun to do all the activities and games with you. We like to play soccer, kickball, and basketball. Wow, we are so excited about field day! We can't wait for the races, games, and snacks. Finally, we want to say thank-you for being a great teacher!

Sincerely,

Sam, Trevor, and Jen

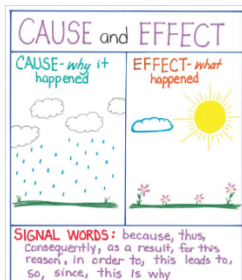


☐ I can explain the connections between two or more scientific concepts and ideas in a text.

☐ I can use the facts from the text to support what the author wanted to answer, explain, or describe.

Lesson/Activity:  
Unit 3, Lesson 5,  
TE pages 74-77.

Mentor Text: "Follow the Law," page 8



Administer Benchmark  
Reading Assessment  
Unit 3 Week 1

Lesson/Activity:  
Volume 2, Lesson 15,  
TE pages 68-71.

#### Pausing and Reflecting

Writers pause and think about what they have learned and think ahead to what else they want to learn.

#### Strategy: Pausing and Reflecting

1. Look over all you have written.
2. Think about what you have learned.
3. Jot a few things down.
4. Make a next-step plan.

#### I learned:

- partner sentences
- compare/contrast
- describing words

#### I want to learn:

- other facts and how to explain them
- how to expand a sentence
- other text features

#### Elaboration

#### Structure

#### Adding pages

#### Spelling, punctuation, or capitalization

#### Research

#### Other observations

spelling patterns that make vowels change sound in one syllable words.

☐ I can recognize common spelling patterns that create long vowel sounds.

☐ I can cover parts of a word to determine the sounds and then blend them together.

☐ I can use spelling patterns to recognize words.

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

Lesson/Activity:

Unit 3 Week 1 Days 4-5

Review & Assess

TE pages 120-121

Word Study Resource

Book, pp. 28-29

My Word Study, Volume 1,  
p. 22

the assessment independently.

Teachers will score the assessment with rubrics and post results in Unify.

☐ 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:

Split into 2-Days

**Oreo Moon Phases**



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

Optional:

**Sun, Moon, & Stars Scoot**

Scoot in the Hallway  
Tape the cards in the hallway and play SCOOT 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.

			<p><b>Vowel team syllable type: long u</b></p> <ul style="list-style-type: none"> <li>• Read Multisyllabic Words</li> <li>• Decode by Analogy</li> <li>• Read Accountable Text "Vote for Lulu" and/or "Our Flag"</li> <li>• Share and Reflect</li> </ul> <p>Read HFWs: again, below, carry, does, eight, find, house, laugh, mother, school.</p> <p><b>Review and Assess Vowel team syllable type: long u</b></p> <ul style="list-style-type: none"> <li>• Read Accountable Text "Vote for Lulu" and/or "Our Flag"</li> <li>• Build Words</li> <li>• Review Multisyllabic Words</li> <li>• Spelling Patterns and Dictation</li> <li>• High-Frequency Words</li> <li>• Cumulative Assessment</li> </ul>		
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**Thursday - Rock Your School Day!**

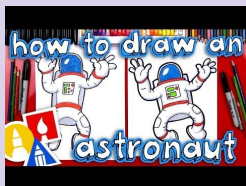
<p><b>Standard(s):</b> <b>ELAGSE2L1f</b></p> <p>LT: I am learning to produce, expand, and rearrange complete simple and compound sentences.</p> <p>SC: <i>I know I am successful when...</i> *I can design a variety of different sentences. *I can use periods, exclamation marks, and</p>	<p><b>Standard(s):</b> <b>ELAGSE2RL7</b></p> <p>LT: I am learning to use information from and words in a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can name the turning point of the story when the main character does</p>	<p><b>Standard(s):</b> <b>ELAGSE2W5</b> <b>ELAGSE2RI5</b></p> <p>LT: I am learning to focus on a topic to write about by drawing sketches.</p> <p>SC: <i>I know I am successful when...</i> *I can choose a place to write about and picture it in my head. *I can name topics that I</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>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.</p> <p>SC: <i>I will know I am successful when...</i></p>	<p><b>Standard(s):</b> <b>2.NR.1</b></p> <p>LT: I am learning to read, write, and recognize place value structure.</p> <p>SC: <i>I know I am successful when...</i> -I can read base ten block representations accurately. -I can match representations to</p>	<p><b>Standard(s):</b> <b>S2E2</b></p> <p>LT: We are learning about the appearance of the moon.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can describe and draw observations of the moon's appearance over time. <input type="checkbox"/> I can describe patterns</p>
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question marks correctly.  
 \*I can change the endmark to a comma.  
 \*I can choose a conjunction that makes sense.  
 \*I can use a comma and a conjunction to combine two sentences.

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

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



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

Students will place a gold star at the end of each sentence that properly demonstrates the use of that punctuation mark.

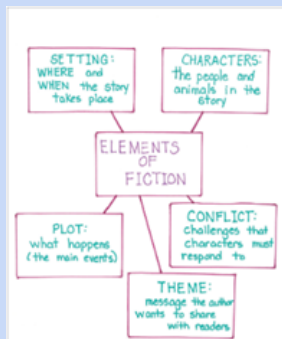
something to solve the problem.  
☐ I can gather information about characters, setting, or plot from words in the text (print or digital).

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

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

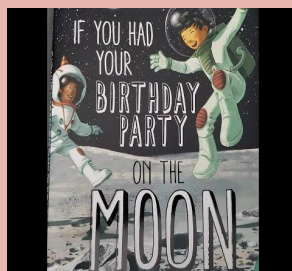
**Introduction:**  
**EPIC!**  
[Sing & Learn Sunny Planets](#)  
**Solar System**  
[Nursery Rhyme Song](#)

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



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.

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.

\* I can blend, spell, and read multisyllabic words with **long o**.  
 \* I can use **long o** letter patterns and word parts to decode new words.

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

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

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



numbers on a 120 chart.

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



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

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

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

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

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

Activity:  
 Split into 2-Days  
**OREO Moon Phases**



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

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

This time students will visit each planet (standing and

	<p><b>Read Aloud(s):</b>  <a href="#"><i>The Three Little Aliens and the Big Bad Robot</i></a>  <b>Technology Fiction Read Along -</b></p> <p><a href="#"><i>Milo's Moonlight Mission</i></a>  - <a href="#"><i>Written by Kathleen M. Blasi</i></a></p> <p><a href="#"><i>Moon! Earth's Best Friend</i></a></p> <p><b>EPIC Books For Kids:</b>  <b>Electropolis Series -</b>  <a href="#"><i>ELECTROPOLIS Galactic Adventures, Planet Power, Or The Night Sky</i></a>  Students will work in partnerships to create a spacecraft or alien to explore space.</p> <p><a href="#"><b>31 Galactic Solar System Projects</b></a></p>	<p>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.</p> <p>You can even include some imaginary details that make your story creative and fun.</p> <p>Student will share their birthdays.</p>			<p>walking to each new card) when you say, "SCOOT!"</p> <p>This works well when collaboratively working with other teachers and classes.</p>
Friday - Teacher Work Day & Planning/No School for Students! (Parent - Teacher Conferences)					