Carrie Waters' Week of: September 23-27, 2024 Whole Group Lesson Plans

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

GRAMMAR Unit 2 Week 2 Lesson(s) 6-10 Periods, Exclamation Marks, Question Marks, & Commas	READING Unit 2 Week 3 Lesson(s) 11-15 Benchmark Assessment Characters Learn & Grow	WRITING Writing About Places Near & Far Volume 2 Week 2 Sessions 6-10	PHONICS Unit 2 Week 3 Lesson(s) 11-15 Long Vowel I - Vowel Teams (Long i: ie, i, y, igh, i_e)	MATH Module 1 Topic G-Topic H Lesson(s) 30-34 Compose and Decompose with Place Value Disks	SCIENCE Earth & Space Patterns in Day and Night Week 2
Monday -					
Standard(s): **ELAGSE2L1f** LT: I am learning to produce, expand, and rearrange complete simple 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 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. **Suggested Key Terms:** Simple sentence,	Standard(s): **ELAGSE2RL3** LT: I am learning to describe how the characters in a story react to important (major) events or challenges in stories. SC: *I know I am successful when…* ❑ I can describe characters using character traits/feelings. ❑ I can identify the major events or challenges in a story. ❑ I can use text evidence to describe how characters respond to major events/challenges. ❑ I can name the turning point of the story when the main character does something to solve the problem. Lesson/Activity: Unit 2 Week 3	Standard(s): **ELAGSE2W2** **ELAGSE2W8** LT: I am learning to recall information from experiences to brainstorm writing topics. SC: *I know I am successful when…* *I can ask myself, "What are some places I like to visit?" *I can picture those places in my head. *I can name some of those places across my fingers. *I can share that information with others. Lesson/Activity: Volume 2, Week 2 Session 6 Brainstorming ideas for informational writing, pages 32-35. Generating & Developing	Standard(s): **ELAGSE2RF3** LT: I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words. SC: *I know I am successful when…* ❑ I can identify the long vowel sounds for Long i: ie, i, y, igh, i_e. ❑ I can identify the sounds for common vowel teams. ❑ I can recognize common spelling patterns that create long vowel sounds. Suggested Key Terms: word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, spelling patterns, spelling-sound	Standard(s): **2.NR.1.3** LT: I can explain that smaller place value units make up larger place value units. SC: *I will know I am successful when…* -I can write a three-digit number in unit form to show that each digit represents an amount of hundreds, tens, and ones. -I can show that 100 can be thought of as a bundle of 10 tens-called a hundred. -I can count forward by ones, tens, and hundreds within 1000, starting at any number. Lesson/Activity: Lesson 30-Determine how many $10 bills are equal to $1,000.	Standard(s): **S2E2.** LT: We are learning about the sun's position on Earth at various times of the day. SC: *I will know I am successful when I can . . .* ❑ I can look and predict the position of the sun at various times of day. ❑ I can look and record what I see about the sun's position at various times of day. Lesson Activity: Patterns In Day & Night Mystery Science - How Can The Sun Help You If Your Lost? Students will create a Sun Finder to show the path the sun takes with sunrise and sunset each day.

compound sentence, produce, expand, rearrange, punctuation, commas

Lesson/Activity:
Unit 2 Week 2
Explore Session 6
TE pages 66-67

Grammar Goals
Writers use all sorts of punctuation.
Try Out End Punctuation

Explore

Try Out End Punctuation

Using a list of sentences, try changing around the end punctuation. Do this orally to hear the difference between the sentences.

Playing Around with Punctuation
• They live happily ever after!
  Sample response: If I change the exclamation mark to a period, will this sentence make sense? Yes, but if I change the period to a question mark, it doesn't make sense.
• She ran around the house in tears.
• Does she like to play soccer?
• I would like a new backpack for school.

Lesson 11
TE pages 98-101

"Great Girls' Contest"
Describe Characters and How They Respond to Challenges

Sample Character Traits Anchor Chart

Brainstorming Ideas for Informational Writing

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

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

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correspondences

Lesson/Activity:
Unit 2 Week 3
Day 1, Lesson 11
TE pages 88-91
Long I: ie, i, y, igh, i_e
Word Study Resource Book, pp. 22
My Word Study, Volume 1, p. 17

Vowel team syllable type: long i
• Phonological Awareness: Oral Blending and Segmenting Words with Final Blends
• Spelling-Sound Correspondences
• Blend Words
• Transition to Multisyllabic Words
• Spelling Patterns Quick Check
• High-Frequency Words
• Share and Reflect

Fluency: Number Line Hop-Subtract by Benchmark Numbers *(make sure students have a personal whiteboard with a number line inside).*
75 - 10 = ?
75 - 6 = ?
71 - 5 = ?
78 - 9 = ?

Happy Counting by Ones Within 130

Whiteboard Exchange:
Standard Form
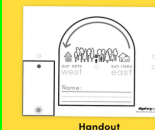Students write 200 + 20 + 8 in standard form
300 + 60 + 7
400 + 10 + 7
600 + 10 + 5
500 + 40 + 5
100 + 10 + 2
200 + 50
500 + 4

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

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

Think-Pair-Share

EACH PERSON NEEDS:

Handout   Scissors   Paper Fastener

				Share, Compare, Connect-students discuss and reason about representations and solution strategies. Gradual release to workbook pgs. 177 to 180. Debrief: How do smaller place value units make up larger place value units? What strategies made the most sense to you? Why? What is one thing you learned today that you'd like to try next time? Students will complete and turn in Topic Ticket G. Use rubric to score for a summative grade.	

Tuesday -

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.*	Standard(s): **ELAGSE2L4** 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. SC: *I know I am successful*	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*	Standard(s): **ELAGSE2RF3** 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.	Standard(s): **2.NR.1.3** LT: I can determine what models we can use to represent a number. SC: *I will know I am successful when…* -I can write a three-digit number in unit form to show that each digit	Standard(s): **S2E2.** LT: We are learning about the sun's position on Earth at various times of the day. SC: *I will know I am successful when…* ❑ I can explain how the sun's "movement"

Column 1 (purple)

*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.

Suggested Key Terms;
Simple sentence, compound sentence, produce, expand, rearrange, punctuation, commas

Lesson/Activity:
Unit 2 Week 2
Teach Session 7
TE pages 68-69

Grammar Goals
Writers use all sorts of punctuation.
Use End Punctuation

Writers use three kinds of end punctuation marks: a period, a question mark, and an exclamation mark. Today we will learn when to use each kind of punctuation mark and practice using them in sentences.
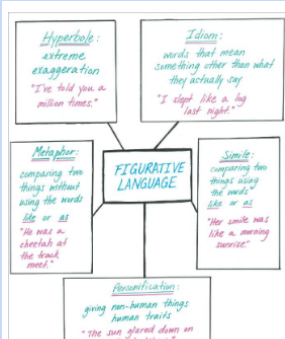
Column 2 (blue)

when…
❑ I can recognize grade-appropriate words and their meaning.
❑ I can use prior knowledge to help determine the meaning of a word or phrase.
❑ I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.

Lesson/Activity:
Unit 2, Week 3
Lesson 12
TE pages 102-105

"Great Girls' Contest"
Build Vocabulary: Use Context to Understand Idioms

Hyperbole: extreme exaggeration
"I've told you a million times."

Idiom: words that mean something other than what they actually say
"I slept like a log last night."

Metaphor: comparing two things without using the words like or as
"He was a cheetah at the track meet."

FIGURATIVE LANGUAGE

Simile: comparing two things using the words like or as
"Her smile was like a morning sunrise."

Personification: giving non-human things human traits
"The sun glared down on the hikers..."

Sample Figurative Language Chart

Column 3 (rose)

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:
Volume 2, Week 2
Session 7
Sketching ideas for informational writing, pages 36-39.

Students sketch out their pictures for their habitat.

Sketching Ideas for Informational Writing

Writers think about ideas by listing and sketching places in the world that people live.

Strategy: Sketching Topics
1. Choose a place and picture it in your head.
2. Name topics that you see in your head across your fingers, including those things that live there.
3. Sketch and label these topics.

Column 4 (yellow)

SC: *I know I am successful when…*
❑ I can identify the long vowel sounds for Long i: ie, i, y, igh, i_e.
❑ I can identify the sounds for common vowel teams.
❑ I can recognize the spelling patterns that make vowels change sound in one syllable words.
❑ I can recognize common spelling patterns that create long vowel sounds.

Suggested Key Terms:
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, spelling patterns, spelling-sound correspondences, orally, choral reading, word recognition, context, HFWs.

Lesson/Activity:
Unit 2 Week 3
Day 2, Lesson 12
TE pages 92-95
Long I: ie, i, y, igh, i_e
Word Study Resource Book, pp. 23
My Word Study, Volume 1, p. 18

Column 5 (green)

represents an amount of hundreds, tens, and ones.
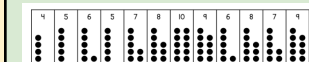-I read and write numbers to 1,000 by using base-ten numerals, word form, and expanded form.

Lesson/Activity:
Lesson 31: Count the total value of ones, tens, and hundreds with place value disks.

Fluency: Happy Counting by Ones Within 230

195 196 197 198 199 200 199 200 201 202 203 202 203 204 205 206
Continue counting by ones to 230. Change directions occasionally, emphasizing crossing 100 and crossing over multiples of 10 and where students hesitate or count inaccurately.

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

4 5 6 7 8 9 10 8 6 7 9

Whiteboard Exchange: Model Numbers with Money

$124
100 10 10 1 1 1 1
1 hundred 2 tens 4 ones
$100 + $20 + $4
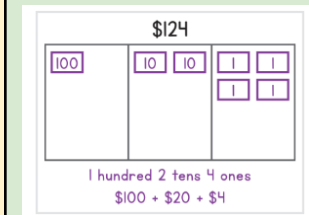
Launch: Students share different ways of representing a 3-digit number. Show 236 with drawings, unit form,
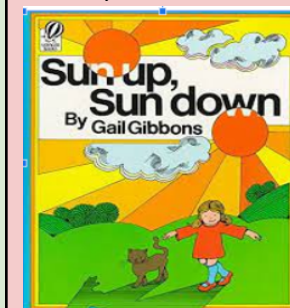
Column 6 (rose)

(position in the sky) is caused by Earth spinning.
❑ I can model how earth's rotation causes the sun's position in the sky to change.
❑ I can use words to explain how we have day and night.

Lesson Activity:
Patterns In Day & Night PPT.

Read aloud Sun Up, Sun Down by Gail Gibbons.

Sun up, Sun down
By Gail Gibbons

Position of Sun Comic- Have students illustrate their own day in comic strip format using the book as inspiration.

Students should describe a day in their life, noting the time of day and the position of the sun in each section.

Students may use the recording sheet, Sun Up Sun Down Comic Strip.

Teach **Use End Punctuation** Present a mini-session on the three types of end punctuation with examples of sentence types where they're used. **Teach** Say the strategy, model the strategy, say the strategy again. **Strategy: Choosing End Punctuation** Read the sentence. Decide if the sentence makes a statement, gives a command, asks a question, or shows emotion. Choose the correct end punctuation mark. **End Punctuation** 	Type and When to Use It	Examples
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Period When making a statement or giving a command	I am going to the store. Go to the store.
! Exclamation mark When showing strong emotion	I can't wait for summer break!
? Question mark When asking a question	Do you have a pen I can borrow? | Give students sample sentences without end punctuation. Ask them to try out the different end marks and find which one makes sense. Students may discover that more than one kind of end mark works for some sentences.		**Strategy: Grouping Topics into Categories** 1. Think about your topics from your sketch. 2. Ask yourself: "Which topics might fit together into a category?" 3. Give that category a name. 4. Gather as many pages as you think you will need for each category.	**Vowel team syllable type: long i** • Phonological Awareness: Substitute Sounds (parts of blends in the final position) • Build Words • Read Interactive Text "Mice on Ice" • Spelling • High-Frequency Words • Share and Reflect	expanded form, word form, expressions) Learn: Represent Numbers with Place Value Disks Students build numbers with place value disks and relate the representations to bundles and bills. Display 236 on the Unlabeled Chart. Problem Solving with Place Value Understanding (Pg. 185) Jade has 5 place value disks. What numbers can she make with all 5 disks? Gradual Release to pg. 187-190. Debrief: What models can we use to represent numbers? Review with bundles and bills. Students complete and turn in Exit Ticket 31 for a formative grade.	

Wednesday -

Standard(s): **ELAGSE2L1f**	Standard(s): **ELAGSE2RL9**	Standard(s): **ELAGSE2SL1 ELAGSE2SL4**	Standard(s): **ELAGSE2RF3 ELAGSE2L4**	Standard(s): **2.NR.1.1**	Standard(s): **S2E2.**

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

SC: *I know I am successful when…*
❏ I can tell the difference between complete and incomplete sentences.
❏ I can expand sentences by adding details, combining, or revising sentences.
❏ I can rearrange parts of sentences without changing the meaning.

Suggested Key Terms
Simple sentence, complete sentence, incomplete sentence, produce, expand, rearrange, punctuation, capitalization

Lesson/Activity:
Explore Session 8
Sentence Sort
TE pages 70-71.

LT: I am learning to compare (same) and contrast (different) two or more versions of the same story by different authors or from different cultures.

SC: *I know I am successful when…*
❏ I can identify basic elements of different genres.
❏ I can recognize a character in the story.
❏ I can identify the setting in the story.
❏ I can name the plot in the story.
❏ I can compare and contrast texts from different cultures.
❏ I can compare and contrast the same text by different authors.

Lesson/Activity:
Unit 2, Week 3
Lesson 13
TE pages 106-109

"Great Girls' Contest"
Compare and Contrast Characters in Variant Tales

ELAGSE2SL3

LT: I am learning to collaborate with writing partners.

SC: *I will know I am successful…*
*I can use my sketches as a guide to practice what I will teach.
*I can teach my partner all I know about my topic.
*I can actively listen to my partner teach me about their topic.
*I can ask and answer questions to clarify understanding.

Suggested Key Terms:
collaborative, listening, respectful, discussions, remarks, clarifications, explanation, conversations

Lesson/Activity:
Volume 2, Week 2, Session 8

Coming Up with Details
Writers imagine animal habitats they have read about to sketch pictures and write words.

LT: I am learning to read and spell words with vowel teams.
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.

SC: *I know I am successful when…*
❏ I can identify the long vowel sounds for Long i: ie, i, y, igh, i_e.
❏ I can identify the sounds for common vowel teams.
❏ I can recognize common spelling patterns that create long vowel sounds.
(Long i: ie, i, y, igh, i_e)
❏ I can recognize grade-appropriate words and their meaning.

Suggested Key Terms:
word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, phonics, spelling patterns, spelling-sound correspondences, orally, choral reading, word recognition, context, HFWs, phrase, context, sentence-level, clue.

Lesson/Activity:
Unit 2 Week 3

LT: We are learning to explain values of numbers.

SC: *I will know I'm successful when I can…*
-Compose (put together) three-digit numbers using ones, tens, and hundreds using concrete materials.
-Decompose (take apart) three-digit numbers using ones, tens, and hundreds using concrete materials.
-I can explain the value of the number I have composed or decomposed.

Lesson/Activity:
Lesson 32-Exchange 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.

Fluency: Whiteboard Exchange-10 and 100 More
Write an equation 10 more than 100, 100 more than 100. Repeat with 136, 107, and 190.

100 + 10 = 110
10 more than 100 is 110.

Counting with Ones, Tens, and Hundreds
Count from 194 to 760

LT: We are learning about the length of the day and night throughout the year.

SC: *I will know I am successful when…*
❏ I can read a data table showing the length of days throughout the year.
❏ I can observe (look at) and communicate (using words/pictures) patterns in the length of days throughout the year.
❏ I can research and explain why the length of days and nights changes with the seasons.

Lesson Activity:
Patterns In Day & Night PPT.
Mystery Science:
Why do you have to go to bed early in the summer?

Optional:
Partner Reading to reinforce the Read-Along Mystery

Time for Bed?
A Read-Along Mystery
SUMMER SUNSHINE
1st-Grade Reader

Seasonal Change:
Picture trees during different seasons.

Explore

Sentence Sort

Students sort premade sentences and add end punctuation, then explain their choice.

Sentence Sort

Sentence Sort
She decided to wear her new pants and blue shirt to the movie
Do you know where I put my shoes
Hurry, we're going to be late
Please, take this dirty dish to the sink
Watch out for the car
Do you want to go to the park
Period .
Exclamation mark !
Question mark ?

Look-Fors:
-Sharing observations and building on them.
-Supporting end punctuation choices with valid reasons.
-An exchange of ideas about end punctuation.

VARIANT TALES
are different versions of a traditional or well-known tale.

Story elements that can be similar	Story elements that can be different
basic characters	basic characters
conflict	setting (time, place, environment)
resolution	dialogue

Sample Compare/Contrast Variant Tales Chart

Strategy: Talking About Sketches

1. Place sketch and writing in between you and your partner.
2. Tell your partner about the place/habitat you plan to teach about.
3. Point to each picture and explain what you plan on writing about that picture.
4. Listen for feedback and/or questions your partner may have.

Strategy: Comparing Sketches

1. Think about a topic from one of your categories.
2. Sketch it on half of your picture space.
3. On the other half of your picture space, draw something that is similar to or different from your original sketch.
4. Use this to write and teach your reader about how these are similar/different.

Day 3, Lesson 13
TE pages 96-99
Long I: ie, i, y, igh, i_e
Word Study Resource Book, pp. 24–25
My Word Study, Volume 1, p. 19

Vowel team syllable type: long i
• Read Accountable Text "Firefly Tricks Spider"
• Spelling
• High-Frequency Words
• Share and Reflect

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with sticks and bundles.

5-Groups to 10: Place Value Disks with Subitizing Quantities. How many more to get to ten?
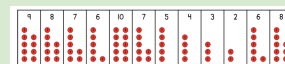
Launch: Which One Doesn't Belong?
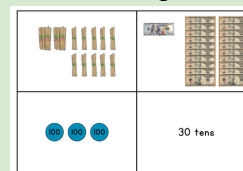
Learn: Exchange Place Value Units
Display an Unlabeled Chart with 14 ones disks. What do you notice? Make the connection to exchange ten ones for a 1 tens disk like we've done before with sticks and bills.
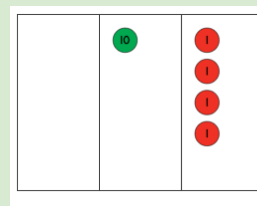
Count On by Using Place Value Disks
Show 186 with place value disks. Be sure to show your units in 5-group columns. Count to 300.

Seasonal Changes

● Why can we play outside late in the day in the summer, yet at the same time in the winter it gets dark sooner?
● Do all months have the same amount of daylight?

Length of Daylight-
How can we find out how much daylight we have in a day?
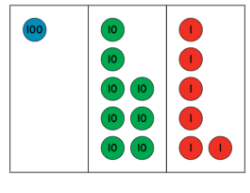
Show students a newspaper with the sunrise and sunset times. Students may also use reference materials such as almanacs or local weather websites.

Have students graph the amount of sunlight in each month.
Students may use graph paper, or the handout provided, Length of Day.

Students will use their graphs to create a table describing the amount of daylight in each season.

				Apply Place Value Understanding Workbook pg. 196-Beth has 124 cookies. She can put 10 cookies in a pack. How many packs can Beth fill? How many more cookies does she need to fill a new pack? Work with a partner using Read-Draw-Write. Problem Set pg. 197-200. Land/Debrief: How many ones make 1 ten? How many tens make 1 hundred? How do we know to make a new unit? How is counting place value disks similar to and different from counting craft sticks or dollar bills? Students will complete and turn in Exit Ticket #32 for a formative grade.	

Thursday -

Standard(s): **ELAGSE2L1f** LT: I am learning to	Standard(s): **ELAGSE2RL4** LT: I am learning to	Standard(s): **ELAGSE2W2 ELAGSE2W5** 	Standard(s): **ELAGSE2RF3 ELAGSE2RF4** 	Standard(s): **2.NR.1.1** LT: We are learning to	Standard(s): **S2E2.** LT: We are learning about

produce and expand complete and compound sentences. SC: *I know I am successful when…* ❏ I can tell the difference between complete and incomplete sentences. ❏ I can expand sentences by adding details, combining, or revising sentences. ❏ I can rearrange parts of sentences without changing the meaning. <u>Suggested Key Terms</u> Simple sentence, complete sentence, incomplete sentence, produce, expand, rearrange, punctuation, capitalization Lesson/Activity: Explore Session 9 Create Reminders TE pages 72-73. **Explore** **Create Reminders** Create a chart students can use in their own writing, reminding them how to use each type of end punctuation.	describe how words and phrases in poems, stories, or songs can supply rhythm and meaning. SC: *I know I am successful when…* ❏ I can identify words or phrases that repeat or rhyme. ❏ I can identify literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more powerful way. ❏ I can describe how word choices can affect the meaning of a story. ❏ I can read a variety of poems, stories, and songs to identify rhyme, rhythm, alliteration, and repetition. ❏ I can participate in discussions about rhyme, rhythm, alliteration, and repetition. ❏ I can tell a partner how the rhyming or repeating words in a poem or song help my understanding and enjoyment. Lesson/Activity: Unit 2, Week 3 Lesson 14 TE pages 110-112.	LT: I am learning to add details to my informational writing. SC: *I know I am successful when…* *I can picture in my mind what I want to teach about. *I can remember what I've read or seen about the topic. *I can add new sketches and labels. *I can write sentences that explain in words what I want to teach. **<u>Suggested Key Terms:</u>** fact, definitions, detail, graphic features Lesson/Activity: Volume 2, Week 2, Session 9 *Sketching More Details* Writers try out different ways of structuring their writing using two different structures.	LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to read two-syllable long vowel words. I am learning to read words with common prefixes and suffixes. SC: *I know I am successful when…* ❏ I can recognize common spelling patterns that create long vowel sounds. Long i: ie, i, y, igh, i_e) ❏ I can recognize when a word has a prefix or suffix. ❏ I can cover parts of a word to determine the sounds and then blend them together. ❏ I can apply letter-sound knowledge to read grade-level text. ❏ I can reread to improve my reading. <u>Suggested Key Terms:</u> expression, accuracy, self-correct, repeated reading, word analysis, decode, long vowel, one syllable, spelling-sound correspondences, orally, choral reading, word recognition, context, HFWs, phrase, context, sentence-level, clue.	explain values of numbers. SC: *I will know I'm successful when I can…* -Compose (put together) three-digit numbers using ones, tens, and hundreds using concrete materials. -Decompose (take apart) three-digit numbers using ones, tens, and hundreds using concrete materials. -I can explain the value of the number I have composed or decomposed. Lesson/Activity: Lesson 33-Model numbers with more than 9 ones or 9 tens. Fluency: Whiteboard Exchange-10 and 100 Less Write an equation to show 10 less than 110, 100 less than 110. Repeat with 240, 215, and 208. 110 – 10 = 100 10 less than 110 is 100. Whiteboard Exchange: Model Number with Place Value Disks Show 3 hundreds, 6 tens, and 5 ones with place value disks. Students write the value in standard	how shadows change throughout the day. SC: *I will know I am successful when…* ❏ I can describe what causes a shadow. ❏ I can design a plan for a structure that shows how shadows change throughout the day. ❏ I can build a structure using my design plan. ❏ I can record and communicate information about shadows' changes throughout the day. ❏ I can explain how the sun's position affects the size and shape of a shadow. Lesson Activity: Patterns In Day & Night PPT. Mystery Science: **Could A Statue's Shadow Move?** Activity: **Shadow Gnomes** At the end of the day, ask students why they think their morning and afternoon shadows pointed in different directions.

Column 1 (purple)

End Punctuation Reminders

Period	Use when I am making a statement, giving a command, or making a request.
Exclamation mark	Use when I am showing emotion.
Question mark	Use when I am asking something.

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

Column 2 (blue)

"Since Hanna Moved Away"
Identify Elements of Poetry: Rhyme, Figurative Language, and Repetition

Mentor Text: "Since Hanna Moved Away." page 22

Hyperbole: extreme exaggeration "I've told you a million times."

Idiom: words that mean something other than what they actually say "I slept like a log last night."

Metaphor: comparing two things without using the words like or as "He was a cheetah at the track meet."

FIGURATIVE LANGUAGE

Simile: comparing two things using the words like or as "Her smile was like a morning sunrise."

Personification: giving non-human things human traits "The sun glared down on the hikers."

Sample Figurative Language Anchor Chart
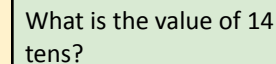
Column 3 (pink/coral)

Strategy: Sketching More Details

1. Picture an animal that lives in the habitat or place you are writing about.
2. Think about what you have read or seen before about this animal.
3. Ask yourself: "What about the animal might I include in my book? What details do I want to teach my reader about this habitat?"
4. Add to your sketch and labels. Or draw a new sketch that has the animal details you've come up with.
5. Begin writing sentences that explain in words the topics and details you drew in your sketch.

Strategy: Planning Your Writing

1. Look over your sketch and think about what you want to teach.
2. Think about how much you might write and what size sketch you might draw.
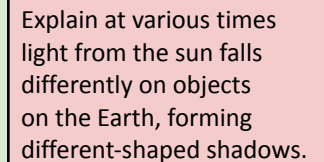3. Choose a paper that matches your plans for writing and sketching.

Column 4 (yellow)

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

Vowel team syllable type: long i
- Read Multisyllabic Words
- Decode Unknown Words by Analogy
- Read Accountable Text "Firefly Tricks Spider" and/or "Why Sun and Moon Live in the Sky"
- Share and Reflect

Column 5 (green)

form and expanded form. Repeat with other sequences on Unlabeled Charts and place value disks. Leave these materials out for LEARN.

Launch: Today we will represent, or show, numbers with more than 9 ones or 9 tens.

Learn: Students model 140 with tens and ones place value disks.

What is the value of 14 tens?

Draw on a Place Value Chart: Transition from place value disks (concrete) to drawing on a place value chart (representational).
Draw 3 hundreds, 1 ten, and 7 ones. How can we show 317 with only hundreds and ones?

100s	10s	1s

Column 6 (pink)

Optional:
Create Shadow Pictures
Me & My Shadow
Part 1 - Mini Matisse
▶ 2nd Grade Video - …

SHADOW

Explain at various times light from the sun falls differently on objects on the Earth, forming different-shaped shadows.

Ask students what made the shadow. Each of them is a shadow formed from sunlight being blocked by an object.

Ask students if they can tell which object formed each shadow.

				What happened to the 1 ten? When we make an exchange or unbundle a ten, the total stays the same. Then we give it a new name-we rename it with a different unit. Repeat the process with 312 and 104. Problem set pages 207-209. Land/Debrief: What units can you use to represent a 3-digit number? Students will complete and turn in Exit Ticket 33 for a formative grade.	

Friday -

| Standard(s):
ELAGSE2L1f

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

SC: *I know I am successful when…*
❏ I can tell the difference between complete and incomplete sentences.
❏ I can expand sentences by adding details, combining, or revising sentences.
❏ I can rearrange parts of sentences without | Standard(s):
ELAGSE2SL1

LT: I am learning to participate in collaborative conversations about second grade topics.

SC: *I will 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. | Standard(s):
ELAGSE2W2
ELAGSE2W5

LT: I am learning to add details to my informational writing.

SC: *I know I am successful when…*
*I can study a mentor text focusing on text features.
*I can consider which text features would be best for my writing.
*I can add text features to my writing.

<u>**Suggested Key Terms:**</u> | Standard(s):
ELAGSE2RF3
ELAGSE2RF4

LT: I am learning to read and spell words with vowel teams.
I am learning to read on-level text orally with accuracy, appropriate speed, and expression.
I am learning to read on-level text with purpose and understanding.
I am learning to read two-syllable long vowel words.
I am learning to read words with common | Standard(s):
2.NR.1.3

LT: We are learning to use place value to represent numbers up to 1,000.

SC: *I will know I'm successful when I can…*
-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 | Standard(s):
S2E2.

LT: We are learning about how shadows change throughout the day.

SC: *I will know I am successful when…*
❏ I can describe what causes a shadow.
❏ I can design a plan for a structure that shows how shadows change throughout the day.
❏ I can build a structure using my design plan. |

Column 1 (purple)

changing the meaning.

<u>Suggested Key Terms</u>
Simple sentence, complete sentence, incomplete sentence, produce, expand, rearrange, punctuation, capitalization

Lesson/Activity:
Reflect Session 10
Pause & Share
TE pages 74-75.

Reflect

Pause and Share

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

What We Have Learned So Far...
Exclamation marks show feelings.
Most sentences end with periods.
Changing the end punctuation changes a sentence.

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

Look-Fors:
-Larger conclusions being drawn about punctuation.
-New questions and

Column 2 (blue)

Lesson/Activity:
Unit 2 Wrap UP:
Lesson 15
Real-World Perspectives

LT: I am learning to participate in collaborative conversations about second grade topics.

SC: *I will 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 2, Week 3
Lesson 15
TE pages 114-117
Unit 2 Assessment

Unit 2: *Characters Learn and Grow*
Unit Wrap-Up:
Real-World Perspectives

Column 3 (salmon)

fact, definitions, detail, graphic features

Lesson/Activity:
Volume 2, Week 2
Session 10

Planning Out Text Features

Writers study mentor texts to determine the best use of text features and then ask themselves, "Which text features could best help teach about my topic?"

Strategy: Planning Out Text Features
1. *Reread through a writing mentor text. Look closely at the text features.*
2. *Ask yourself: "Which text features could best help teach about my topic?"*
3. *Draw the text feature that would help teach about your topic.*

Strategy: Thinking About Text Features
1. *Point to a feature that you used.*
2. *Think about what the feature is showing and how it can help your reader.*
3. *Write a sentence about what the feature is teaching the reader. You can use the sentence frames:*

Column 4 (yellow)

prefixes and suffixes.

SC: *I know I am successful when…*
❑ I can recognize common spelling patterns that create long I vowel sounds. (Long i: ie, i, y, igh, i_e)
❑ I can identify the sounds for common vowel teams.
❑ I can apply letter-sound knowledge to read grade-level text.
❑ I can self-correct when I make a mistake.
❑ I can reread to improve my reading.

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

Lesson/Activity:
Unit 2 Week 3
Day 5, Lesson 15
TE pages 102-103
Long I: ie, i, y, igh, i_e
Word Study Resource Book, pp. 24–25
My Word Study, Volume 1, p. 19

Column 5 (green)

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

Lesson/Activity:
Lesson 34-Problem solve in situations with more than 9 ones or 9 tens.

Fluency: Sprint-Expanded Form to Standard Form
Sprint A-1 minute, check answers
Sprint B-1 minute, check answers

Launch: Organize students into 3-person groups, numbered 1, 2, 3. Groups get 2 minutes to study the place value drawings and complete the statement. Any of them might be chosen to be the spokesperson for their group.

Today, we will see how we can rename numbers in unit form to find out if 2 numbers have the same value.

Learn: More Than 9 Ones

| 2 hundreds 5 tens 7 ones | 2 hundreds 4 tens 17 ones |

Column 6 (pink)

❑ I can record and communicate information about shadows' changes throughout the day.
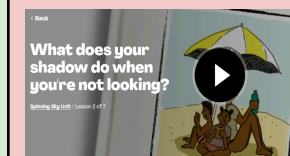❑ I can explain how the sun's position affects the size and shape of a shadow.

Lesson Activity:
Patterns In Day & Night PPT.
Mystery Science
Read Aloud:
What Does Your Shadow Do When You're Not Looking?

Activity:
Trace Your Shadow
Your students can trace their shadows, just like Jada did.

My Shadow & Me

wonderings emerging.

Review and Assess Vowel team syllable type: long i
- Read Accountable Text "Firefly Tricks Spider" and/or "Why Sun and Moon Live in the Sky"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

- Cumulative Assessment

Compare these values on a place value chart.
Can we rename units without a place value chart? How?
Students will work with a partner to rename 10 ones as a 1 ten in unit form without the place value chart.

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

More than 9 Tens: What do you think will happen when there are more than 9 tens? Display 1 hundred 13 tens and 3 ones as students do the same. What do you notice?

3 hundreds 16 tens 2 ones	8 hundreds 18 tens 9 ones
____ hundreds ____ tens 2 ones	____ hundreds ____ tens 9 ones

Problem Set workbook pg. 219-221.

Land/Debrief: What can you do when there are more than 9 of a place value unit? Did the place value drawings help you today? How?

Students will complete and turn in Topic Ticket H for a summative grade.