

## Carrie Waters' Week of: September 30 - October 04, 2024 Whole Group Lesson Plans

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

<b>GRAMMAR</b> Unit 2 Week 2 Lesson(s) 9-10 Periods, Exclamation Marks, Question Marks, & Commas	<b>READING</b> Unit 2 Week 3 Lesson(s) 14-15 Benchmark Assessment Characters Learn & Grow	<b>WRITING</b> Writing About Places Near & Far Volume 2 Week 2 Sessions 9-10	<b>PHONICS</b> Unit 2 Week 3 Lesson(s) 14-15 Long Vowel I - Vowel Teams (Long i: ie, i, y, igh, i_e)	<b>MATH</b> Module 1 Topic G-Topic H Lesson(s) 33-34 Compose and Decompose with Place Value Disks	<b>SCIENCE</b> Earth & Space Patterns in Day and Night Week 2 Shadows
<b>GRAMMAR</b> Unit 2 Week 3 Lesson(s) 11-13 Commas In Letters & Compound Complex Sentences	<b>READING</b> Unit 3 Week 1 Lessons 1-3 Informational Text Government Working For Us	<b>WRITING</b> Volume 2 Week 3 Lesson(s) 11-13 Writing About & Places Near & Far	<b>PHONICS</b> Unit 3 Week 1 Lesson(s) 1-3 Government Working for Us Long u: u, ew, ue, u_e Vowel Teams	<b>MATH</b> Module 1 Topic I Lesson(s) 35, 36, & 38 Compare Two Three-Digit Numbers in Different Forms	<b>SCIENCE</b> Patterns In Day & Night Week 3 Begins Moon Phases

### Monday - GA READS DAY! Georgia Reads Coach Malcolm Mitchell 10 AM - 11 AM

<b>Standard(s):</b> <b>ELAGSE2L1f</b>  LT: I am learning to produce and expand complete and compound sentences.  SC: <i>I know I am successful  when...</i> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can rearrange parts of sentences without changing the meaning.	<b>Standard(s):</b> <b>ELAGSE2RL4</b>  LT: I am learning to describe how words and phrases in poems, stories, or songs can supply rhythm and meaning.  SC: <i>I know I am successful  when...</i> <input type="checkbox"/> I can identify words or phrases that repeat or rhyme. <input type="checkbox"/> I can identify literal and nonliteral words or phrases that help me experience or understand the text in a deeper, more powerful way. <input type="checkbox"/> I can describe how	<b>Standard(s):</b> <b>ELAGSE2W2</b> <b>ELAGSE2W5</b>  LT: I am learning to add details to my informational writing.  SC: <i>I know I am successful  when...</i> *I can picture in my mind what I want to teach about. *I can remember what I've read or seen about the topic. *I can add new sketches and labels. *I can write sentences that explain in words what I want to teach.	<b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b>  LT: I am learning to read on-level text orally with accuracy, appropriate speed, and expression. I am learning to read two-syllable long vowel words. I am learning to read words with common prefixes and suffixes.  SC: <i>I know I am successful  when...</i> <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds. Long i: ie, i, y, igh,	<b>Standard(s):</b> <b>2.NR.1.1</b>  LT: We are learning to explain values of numbers.  SC: <i>I will know I'm  successful when I can...</i> -Compose (put together) three-digit numbers using ones, tens, and hundreds using concrete materials. -Decompose (take apart) three-digit numbers using ones, tens, and hundreds using concrete materials. -I can explain the value of the number I have composed or decomposed.	<b>Standard(s):</b> <b>S2E2.</b>  LT: We are learning about how shadows change throughout the day.  SC: <i>I will know I am  successful when...</i> <input type="checkbox"/> I can describe what causes a shadow. <input type="checkbox"/> I can design a plan for a structure that shows how shadows change throughout the day. <input type="checkbox"/> I can build a structure using my design plan. <input type="checkbox"/> I can record and communicate information
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### Suggested Key Terms

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

### Lesson/Activity:

Explore Session 9  
Create Reminders  
TE pages 72-73.

### Explore

#### Create Reminders

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



### Look-Fors:

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

word choices can affect the meaning of a story.

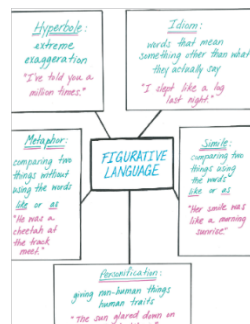
- I can read a variety of poems, stories, and songs to identify rhyme, rhythm, alliteration, and repetition.
- I can participate in discussions about rhyme, rhythm, alliteration, and repetition.
- I can tell a partner how the rhyming or repeating words in a poem or song help my understanding and enjoyment.

### Lesson/Activity:

Unit 2, Week 3  
Lesson 14  
TE pages 110-112.

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

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



Sample Figurative Language Anchor Chart

### Suggested Key Terms:

fact, definitions, detail, graphic features

### Lesson/Activity:

Volume 2, Week 2,  
Session 9

### Sketching More Details

Writers try out different ways of structuring their writing using two different structures.

### Strategy: Sketching More Details

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

### Strategy: Planning Your Writing

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

i\_e)

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

### Suggested Key Terms:

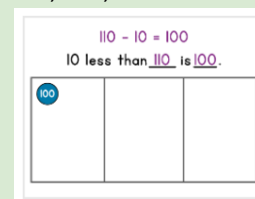
expression, accuracy, self-correct, repeated reading, word analysis, decode, long vowel, one syllable, spelling-sound correspondences, orally, choral reading, word recognition, context, HFWs, phrase, context, sentence-level, clue.

### Lesson/Activity:

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

### Lesson/Activity: Lesson 33-Model numbers with more than 9 ones or 9 tens.

Fluency: Whiteboard Exchange-10 and 100 Less  
Write an equation to show 10 less than 110, 100 less than 110. Repeat with 240, 215, and 208.



Whiteboard Exchange: Model Number with Place Value Disks  
Show 3 hundreds, 6 tens, and 5 ones with place value disks. Students write the value in standard form and expanded form. Repeat with other sequences on Unlabeled Charts and place value disks. Leave these materials out for LEARN.

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

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

about shadows' changes throughout the day.

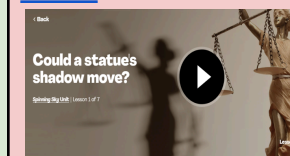
- I can explain how the sun's position affects the size and shape of a shadow.

### Lesson Activity:

Patterns In Day & Night PPT.

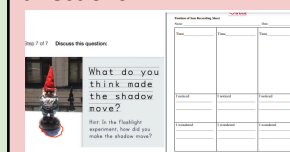
Mystery Science:

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



### Activity: Shadow Gnomes

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



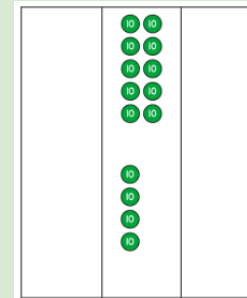
Optional:

Create Shadow Pictures  
[Me & My Shadow Part 1 - Mini Matisse](#)

2nd Grade Video - ...

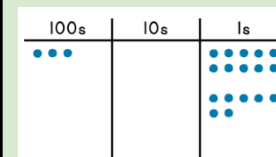


- Vowel team syllable**  
**type: long i**
- Read Multisyllabic Words
  - Decode Unknown Words by Analogy
  - Read Accountable Text "Firefly Tricks Spider" and/or "Why Sun and Moon Live in the Sky"
  - Share and Reflect



What is the value of 14 tens?

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



What happened to the 1 ten? When we make an exchange or unbundle a ten, the total stays the same. Then we give it a new name-we rename it with a different unit. Repeat the process with 312 and 104.

Problem set pages 207-209.

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

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.

				3-digit number?  Students will complete and turn in Exit Ticket 33 for a formative grade.	
<b>Tuesday -</b>					
<p><b>Standard(s):</b> <b>ELAGSE2L1f</b></p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when...</i>  <input type="checkbox"/> I can tell the difference between complete and incomplete sentences.  <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences.  <input type="checkbox"/> I can rearrange parts of sentences without changing the meaning.</p> <p><u>Suggested Key Terms</u>  Simple sentence, complete sentence, incomplete sentence, produce, expand, rearrange, punctuation, capitalization</p> <p><b>Lesson/Activity:</b>  Reflect Session 10  Pause &amp; Share  TE pages 74-75.</p>	<p><b>Standard(s):</b> <b>ELAGSE2SL1</b></p> <p>LT: I am learning to participate in collaborative conversations about second grade topics.</p> <p>SC: <i>I will know I am successful when...</i>  *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.</p> <p><b>Lesson/Activity:</b>  Unit 2 Wrap UP:  Lesson 15  Real-World Perspectives</p> <p>LT: I am learning to participate in collaborative conversations about second grade topics.</p> <p>SC: <i>I will know I am successful when...</i>  *I can listen to and share ideas.</p>	<p><b>Standard(s):</b> <b>ELAGSE2W2</b> <b>ELAGSE2W5</b></p> <p>LT: I am learning to add details to my informational writing.</p> <p>SC: <i>I know I am successful when...</i>  *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.</p> <p><u>Suggested Key Terms:</u>  fact, definitions, detail, graphic features</p> <p><b>Lesson/Activity:</b>  Volume 2, Week 2  Session 10</p>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b> <b>ELAGSE2RF4</b></p> <p>LT: I am learning to read and spell words with vowel teams.  I am learning to read on-level text orally with accuracy, appropriate speed, and expression.  I am learning to read on-level text with purpose and understanding.  I am learning to read two-syllable long vowel words.  I am learning to read words with common prefixes and suffixes.</p> <p>SC: <i>I know I am successful when...</i>  <input type="checkbox"/> I can recognize common spelling patterns that create long I vowel sounds. (Long i: ie, i, y, igh, i_e)  <input type="checkbox"/> I can identify the sounds for common vowel teams.  <input type="checkbox"/> I can apply letter-sound knowledge to read grade-level text.</p>	<p><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>  -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 (&gt;, &lt;, =).</p> <p><b>Lesson/Activity:</b>  Lesson 34-Problem solve in situations with more than 9 ones or 9 tens.</p> <p>Fluency: Sprint-Expanded Form to Standard Form</p>	<p><b>Standard(s):</b> <b>S2E2.</b></p> <p>LT: We are learning about how shadows change throughout the day.</p> <p>SC: <i>I will know I am successful when...</i>  <input type="checkbox"/> I can describe what causes a shadow.  <input type="checkbox"/> I can design a plan for a structure that shows how shadows change throughout the day.  <input type="checkbox"/> I can build a structure using my design plan.  <input type="checkbox"/> I can record and communicate information about shadows' changes throughout the day.  <input type="checkbox"/> I can explain how the sun's position affects the size and shape of a shadow.</p> <p><b>Lesson Activity:</b>  Patterns In Day &amp; Night PPT.</p> <p>Mystery Science Read Aloud:</p>

## Reflect

### Pause and Share

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

#### What We Have Learned So Far...

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

#### What We Want to Know...

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

### Look-Fors:

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

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

\*I can ask questions to clarify understanding.

### Lesson/Activity:

Unit 2, Week 3

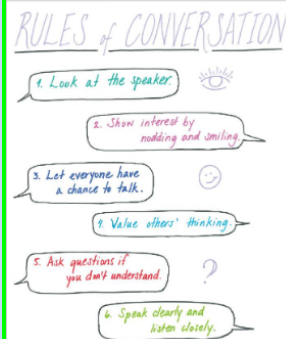
Lesson 15

TE pages 114-117

Unit 2 Assessment

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

### Characters Learn and Grow Constructive Conversation Modeling Script



Sample Rules of Conversation Anchor Chart

### Planning Out Text Features

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

### Strategy: Planning Out Text Features

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

### Strategy: Thinking About Text Features

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

☐ I can self-correct when I make a mistake.

☐ I can reread to improve my reading.

### Suggested Key Terms:

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

### Lesson/Activity:

Unit 2 Week 3

Day 5, Lesson 15

TE pages 102-103

Long I: ie, i, y, igh, i\_e

Word Study Resource Book, pp. 24-25

My Word Study, Volume 1, p. 19

### Review and Assess Vowel team syllable type: long i

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

### Cumulative Assessment

Sprint A-1 minute, check answers

Sprint B-1 minute, check answers

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

A			B			C		
100s	10s	1s	100s	10s	1s	100s	10s	1s
●●●	●●	●	●●●	●●	●	●●●	●●	●
●●●	●●	●	●●●	●●	●	●●●	●●	●
●●●	●●	●	●●●	●●	●	●●●	●●	●
2 hundreds	17 tens	1 one	2 hundreds	17 tens	1 one	2 hundreds	17 tens	1 one

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

Learn: More Than 9 Ones

2 hundreds 5 tens 7 ones	2 hundreds 4 tens 17 ones
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Compare these values on a place value chart.

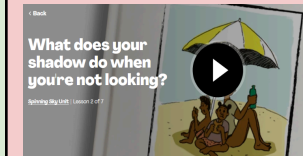
Can we rename units without a place value chart? How?

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

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

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

## What Does Your Shadow Do When You're Not Looking?

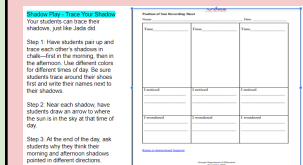


### Activity:

Trace Your Shadow

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

## My Shadow & Me





				<p>9 tens? Display 1 hundred 13 tens and 3 ones as students do the same. What do you notice?</p> <div data-bbox="1381 240 1675 293"> <div>3 hundreds 16 tens 2 ones _____ hundreds _____ tens 2 ones</div> <div>8 hundreds 18 tens 9 ones _____ hundreds _____ tens 9 ones</div> </div> <p>Problem Set workbook pg. 219-221.</p> <p>Land/Debrief: What can you do when there are more than 9 of a place value unit? Did the place value drawings help you today? How?</p> <p>Students will complete and turn in Topic Ticket H for a summative grade.</p>	
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### Wednesday - Second Grade PLC - C. Henson!

<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</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RI1</b></p> <p>LT: I am learning to ask and answer questions to show understanding of key details in the text.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can list (generate) questions before reading.</li> <li><input type="checkbox"/> I can work with a partner to evaluate my questions.</li> <li><input type="checkbox"/> I can listen actively.</li> </ul> <p>Lesson/Activity:</p>	<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</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b></p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel words.</p> <p>SC: <i>I know I am successful when...</i></p>	<p><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</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</li> </ul>
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closing.

### Suggested Key Terms:

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

### Lesson/Activity:

Explore Session 11

Commas

Revisit Mentor Texts

TE pages 76-77.

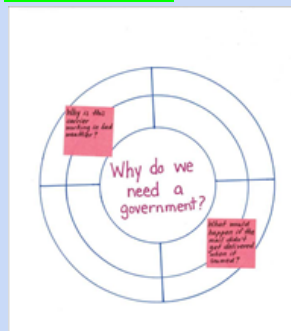
### Explore

#### Revisit the Mentor Texts

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

Comma Questions	
• in dates	
• at the beginning and end of a letter	
• in the middle of sentences	
• to separate words in a series	
• when clauses follow	
• after the first word in some sentences	

### Unit 3 Intro, Lesson 1, TE pages 58-61.



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

### Lesson/Activity:

Volume 2 Week 3

Drafting and Revising

Lesson 11

TE pages 52-55

### Adding More Ideas

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

□ I can identify the long vowel sounds.

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

□ I can identify the sounds for common vowel teams.

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

### Suggested Key Terms

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

### Lesson/Activity:

Unit 3 Week 1 Day 1

TE pages 108-111

Word Study Resource

Book, p. 26

My Word Study, Volume 1, p. 20

1,000 using expanded form.

-compare numbers to 1,000 using words.

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

### Lesson/Activity:

Begin Topic I-Lesson 35:

Compare three-digit numbers by using >, <, =.

### Fluency: Happy

Counting by Ones Within 330. (295 to 330)



5-Groups of Ones, Tens, or Hundreds

Display 3 ones and then 3 tens using place value disks. Students wait for teacher's signal to say the answer. Continue with 3 hundreds, 4 ones, 4 tens, 4 hundreds, 6 ones, 6 tens, 6 hundreds, 8 ones, 8 tens, 8 hundreds.

### Whiteboard

Exchange-Compare Numbers

Display 34 and 28.

Write a number sentence using the greater than, less than or equal to symbols to compare the two numbers.  $34 > 28$ .

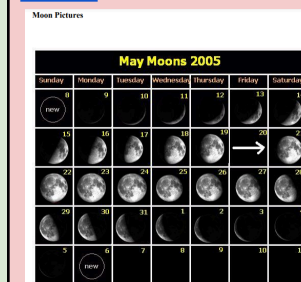
Read the sentence aloud

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:

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

**Vowel team syllable****type: long u**

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

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

and repeat with other combinations.

**Launch:** Which One Doesn't Belong? Why?

85	108
88	8

Today, we will see how we can use place value to compare numbers.

**Learn:** Compare pictorially with Place Value Drawings

Draw 74 on a place value chart and have students do the same. Turn and talk about what change they can make on their charts to show 174.

100s	10s	1s
	●●●●●●●●	●●●●●●●●
	●●	

100s	10s	1s
●	●●●●●●●●	●●●●●●●●
	●●	

Which number is greater?  
Which number is less?  
Use the comparison statements to compare 174 and 74. To compare numbers, we can look at the value of the first digit. Compare 105 and 135. Which is greater? Which is

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



				<p>less? Use comparison statements.</p> <p>Compare with Drawings and Symbols: Students will use the first 2 place value charts to represent 349 and 329. Introduce the symbols at this point. Compare 932 and 934.</p> <p>Problem Set: Workbook pg. 229-230.</p> <p>Land/Debrief: Compare 527 and 537. What steps do you take to compare these numbers? How does place value help you compare numbers?</p> <p>Students will complete and turn in Exit Ticket 35 for a formative grade.</p>	
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#### Thursday -

<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</li> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RI6</b></p> <p>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.</p> <p>SC: <i>I know I am successful when...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define the author's purpose.</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> </ul>	<p><b>Standard(s):</b> <b>ELAGSE2RF3</b></p> <p>LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read and spell words with vowel teams. I am learning to read two-syllable long vowel</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</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</li> </ul>
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the comma is placed in a greeting.  
☐ I can determine where the comma is placed in a closing.

Suggested Key Terms:  
 Letters, punctuation, greetings, correspondence, body, closings, commas, capitalization

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.

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

Lesson/Activity:  
 Unit 3, Lesson 2,  
 TE pages 62-65.

#### TEXT IMPORTANCE

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

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

- ☐ 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:  
 Volume 2 Week 3  
 Drafting and Revising  
 Lesson 12  
 TE pages 56-59

#### Telling More About an Idea

Writers elaborate on their teaching sentences by adding partner sentences.

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 sounds for common vowel teams.
- ☐ I can recognize common spelling patterns 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

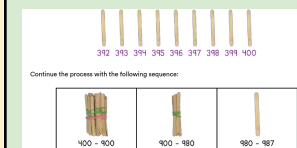
Lesson/Activity:  
 Unit 3 Week 1 Day 2  
 TE pages 112-115  
 Word Study Resource Book, p. 27  
 My Word Study, Volume 1, p. 21

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 (>, <, =).

Lesson/Activity:  
 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

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

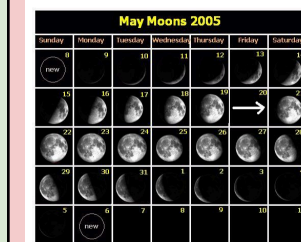
- ☐ I can predict how the appearance (look) of the moon will change over time based on the patterns I have observed.
- ☐ I can use words and/or pictures to show how the changes in the moon's appearance are caused by the movement of the moon, Earth, and light from the Sun.

Lesson/Activity:  
 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

**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.

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 > 399	521 > 512	763 > 765
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**Launch:** Students choose  
from 2 options and justify  
their reasoning.



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

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.

				<p>place value chart. Which comparison symbol should you use? Give a comparison statement that uses <i>greater than</i> to compare the two numbers. Then, use a comparison statement using <i>less than</i>.</p> <p>Same Digits, Different 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>	
<b>Friday -</b>					
<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><b>Standard(s):</b> <b>ELAGSE2RI6</b></p> <p>LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or</p>	<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><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</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.  <b>SC:</b> <i>I will know I'm</i></p>	<p><b>Standard(s):</b> <b>S2E2</b></p> <p>LT: We are learning about the appearance of the moon.  <b>SC:</b> <i>I will know I am</i></p>

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

- ☐ 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.

Suggested Key Terms:

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

**Lesson/Activity:**

Explore Session 13  
Comparing Letters  
TE pages 80-81

**Explore**

**Comparing Letters**

Read aloud the same brief letter: one with commas and one without. Discuss the importance of commas and where to use them.

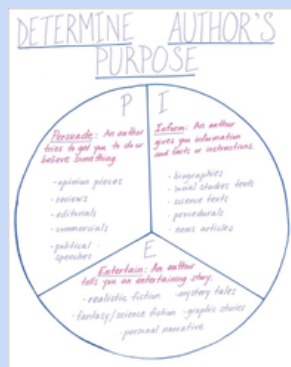
describe.

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

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

**Lesson/Activity:**

Unit 3, Lesson 3,  
TE pages 66-69.



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:**

Volume 2, Lesson 13,  
TE pages 60-63.

**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.

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 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

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

**Lesson/Activity:**

Lesson 38-Compare numbers in different forms (optional).

Fluency: Happy Counting by Ones Within 330  
Count from 295 to 330



Sort: Number Forms  
Student pairs get a set of Number Forms cards. Have them sort the cards by laying out all cards face up. Place cards with the same value into a row. Continue until all cards have been sorted.

successful when...

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

**Lesson/Activity:**

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

Activity:

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



Dear Isabella Letter

August 13, 2050	August 13, 2050
Dear Isabella,	Dear Isabella,
I want to the slide for. Wow, I didn't like the slide high in the air. I ate a hamburger, an ice cream cone, and a cream puff. I saw pigs, cows, and goats. Well, that's all for now.	I want to the slide for. Wow, I didn't like the slide high in the air. I ate a hamburger, an ice cream cone, and a cream puff. I saw pigs, cows, and goats. Well, that's all for now.
Your friend, Lorraine	Your friend, Lorraine

TE pages 116-119  
Word Study Resource  
Book, pp. 28-29  
My Word Study, Volume 1,  
p. 22

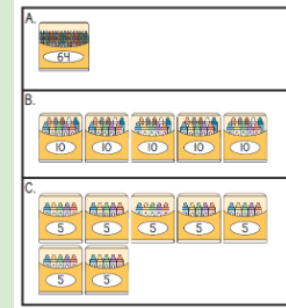
**Vowel team syllable**  
**type: long u**

- Read Accountable Text "Vote for Lulu"
- Spelling
- High-Frequency Words
- Share and Reflect

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

96	1 hundred 1 ten 6 ones	100 = 10 × 10
93	1 hundred 2 tens 3 ones	one hundred twenty-three

**Launch:** Students will compare sets of crayons in different forms.



Today, we will rename numbers in standard form to help us compare.

**Learn:** Compare and Order Three Numbers  
A: Draw to show 2 hundreds 12 tens on your place value chart.  
B: Draw to show 21 tens and 12 ones on your place value chart.  
C: Draw to show 1 hundred 12 tens on your place value chart. Let's compare these 3 numbers. Can you easily see which is the least and which is the greatest? Discuss and place numbers in this chart.

Least		Greatest
220	222	310

Repeat as time allows:

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.

Order	Partner A	Partner B	Partner C
Greatest to least	$7 \times 300 + 30$	4 hundreds 32 tens	five hundred thirty-three
Least to greatest	6 tens 12 ones 2 hundreds	$6 \times 400 + 30$	35 tens 7 ones
Greatest to least	30 tens + 7 tens	45 tens + 8 tens	3 ones 57 tens

Compare and Order Different Number Forms  
Direct students to think of a 2-digit number and not to reveal the number to their group. Write your number in your assigned form on your whiteboard.  
A: unit form  
B: word form  
C: expanded form

Problem Set: Workbook  
pg. 243-245.

Land/Debrief:  
 $22 \text{ tens } 3 \text{ ones} = 2 + 30 + 200$   
What do you notice and wonder?  
Is this a true comparison statement? How do you know? What did you do to figure out whether the statement is true? How does renaming numbers in standard form help compare numbers?

Students will complete and turn in Exit Ticket 38 for a formative grade.