



Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Monday
October 26th

Name:

Lesson 1
G:2 M:3

Bundle and Count Units

ZEARN STUDENT NOTES

Name:

Date:

Complete:

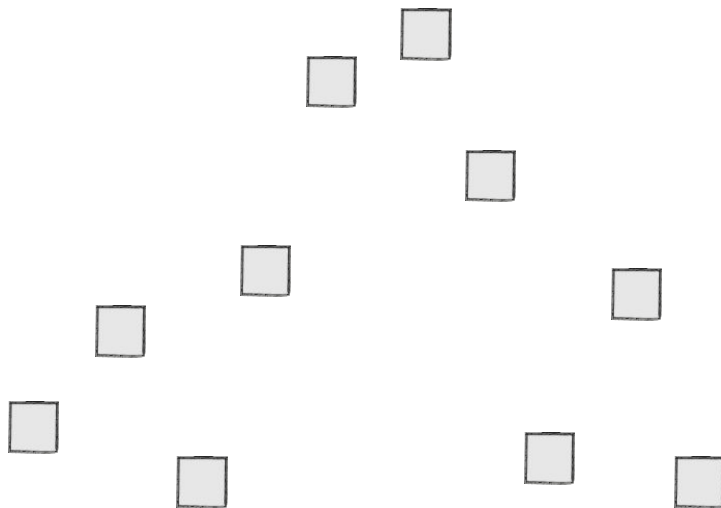
Class:



1 Complete the equation.



=

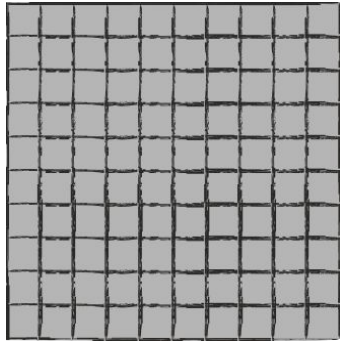


ten = ones

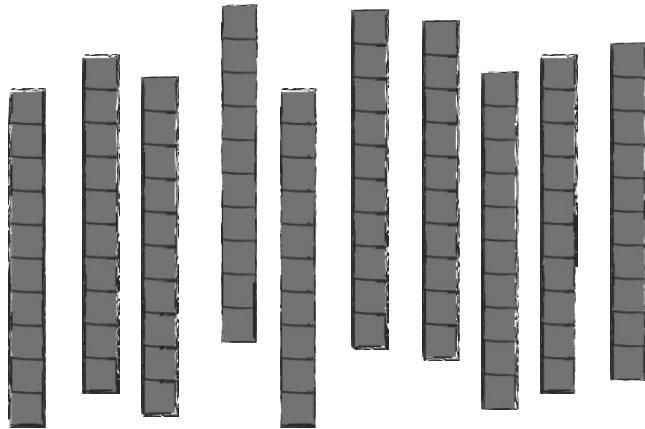


2

Complete the equation.



=



hundred = tens

EXTRA WORKSPACE



Off to Class Note-Catcher: "Water, Water, Everywhere"

Name: _____ Date: _____

Write and draw in each box.

School:	Location (place):
Problem	Solution
Why is this school important to the community?	

**Problem and Solution Informative Paragraph:
“Water, Water, Everywhere,” Page 1**

Name: _____ **Date:** _____

Student Writing

Topic Sentence

Information about the Problem:



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Tuesday
October 27th

Lesson 2

G:2M:3

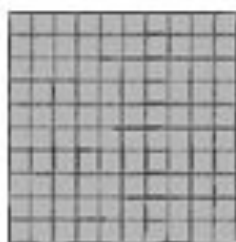
Count Up

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete: Class: _____

1 Label the units of ten as you skip-count to 200.



100



110



120



130



140



150












Lesson 2
G:2 M:3

EXIT TICKET


Name: _____ Date: _____

Complete: Class: _____

1. These are bundles of hundreds, tens, and ones. How many straws are in each group?



_____ straws



_____ straws

2. Count from 96 to 140 with ones and tens. Use pictures to show your work.

SHOW YOUR WORK

3. Fill in the blanks to reach the benchmark numbers.

35, _____, _____, _____, _____, 40, _____, _____,

_____, _____, _____, 100, _____, 300

Parts of a Problem and Solution Informative Paragraph Anchor Chart

Informative writing informs the reader using facts and details about a subject.

Parts of My Problem and Solution Informative Paragraph	Job of Each Part
Topic Sentence	Introduces the topic
Information about the problem	Describes the problem using key details from the text
Information about the solution	Describes the solution using key details from the text
Conclusion	Reminds readers of the topic

My Partner's Writing Rubric

My partner's writing has a topic sentence and a conclusion.	no	one of them	yes, both
My partner's writing tells many details about the problem.	few details	some details	many details
My partner's writing tells many details about the solution.	few details	some details	many details
My partner's picture matches the details in her paragraph.	no	some details	yes

My Writing Rubric

My writing has a topic sentence and a conclusion.	no	one of them	yes, both
My writing tells many details about the problem.	few details	some details	many details
My writing tells many details about the solution.	few details	some details	many details
My picture matches the details in my paragraph.	no	some details	yes
My sentences start with a capital letter and end in a period.	no	one of them	yes, both
I used spelling strategies to stretch out words.	no	sometimes	yes



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Wednesday
October 28th

**Problem and Solution Informative Paragraph:
“Water, Water, Everywhere,” Page 2**

Name: _____ **Date:** _____

Student Writing

Information about the Solution:

Conclusion Statement:



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Thursday
October 29th

Lesson 4
G:2 M:3

Benchmark Bundle

ZEARN STUDENT NOTES

Name:

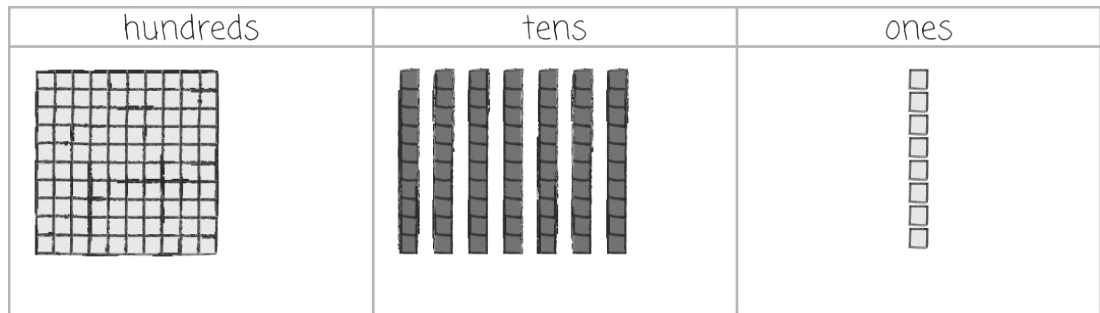
Date:

Complete:

Class:



1 What number is this?



The place value chart shows:



EXTRA WORKSPACE



Parts of a Problem and Solution Informative Paragraph Anchor Chart

Informative writing informs the reader using facts and details about a subject.

Parts of My Problem and Solution Informative Paragraph	Job of Each Part
Topic Sentence	Introduces the topic
Information about the problem	Describes the problem using key details from the text
Information about the solution	Describes the solution using key details from the text
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My partner's writing tells many details about the solution.	few details	some details	many details
My partner's picture matches the details in her paragraph.	no	some details	yes

My Writing Rubric

My writing has a topic sentence and a conclusion.	no	one of them	yes, both
My writing tells many details about the problem.	few details	some details	many details
My writing tells many details about the solution.	few details	some details	many details
My picture matches the details in my paragraph.	no	some details	yes
My sentences start with a capital letter and end in a period.	no	one of them	yes, both
I used spelling strategies to stretch out words.	no	sometimes	yes



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Friday
October 30th

Lesson 5
G:2 M:3

One Number, Many Forms

ZEARN STUDENT NOTES

Name:

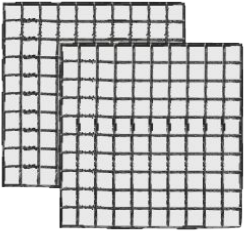
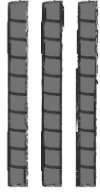

Date:

Complete:

Class:



1 Write this in your notes.

hundreds	tens	ones
		

Unit Form:

Word Form:

Number Form:





Finish solving.

4	8	5
---	---	---

Unit form:

Circle the value:
4 40 400 8 80 800 5 50 500



Solve this in your notes.

5	4	8
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Unit form:

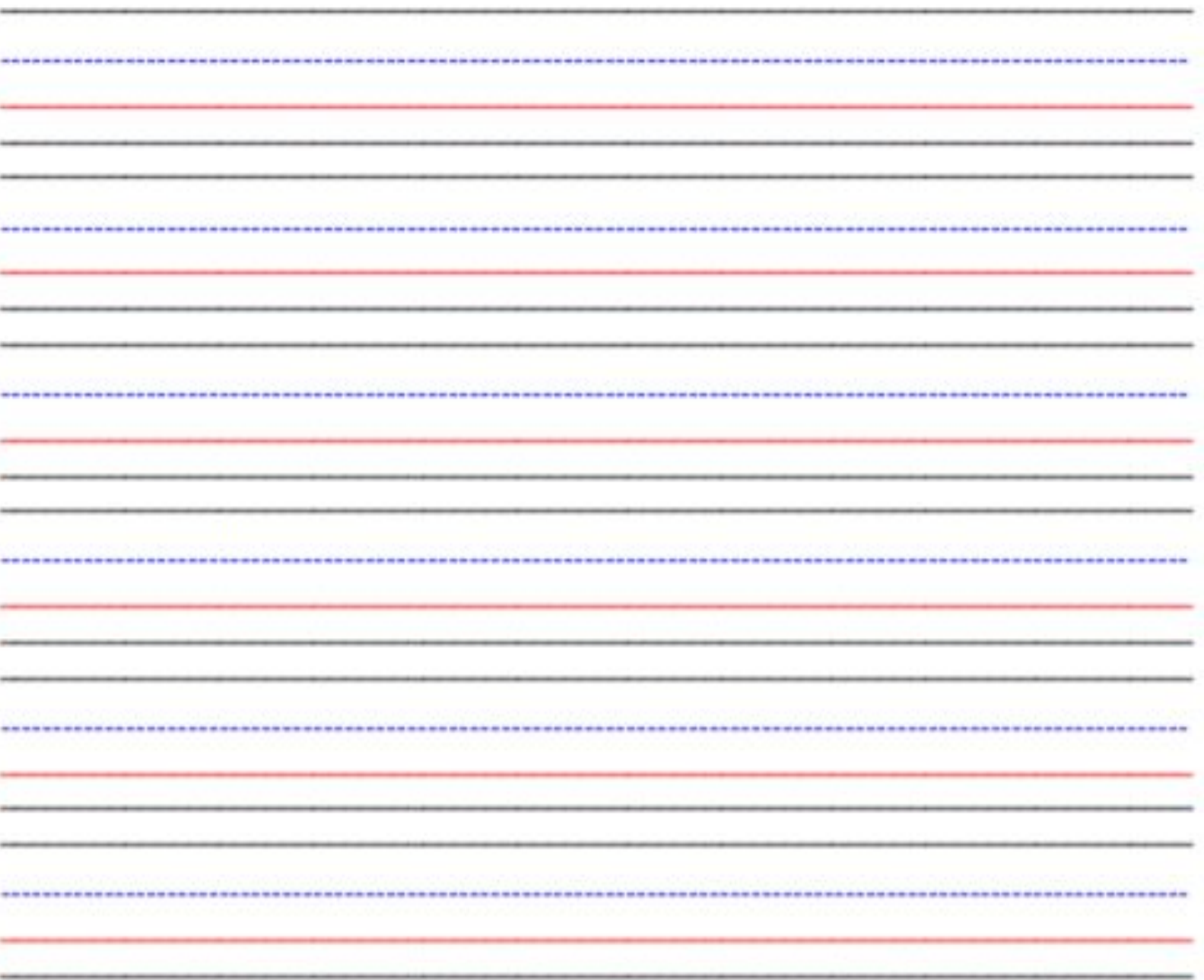
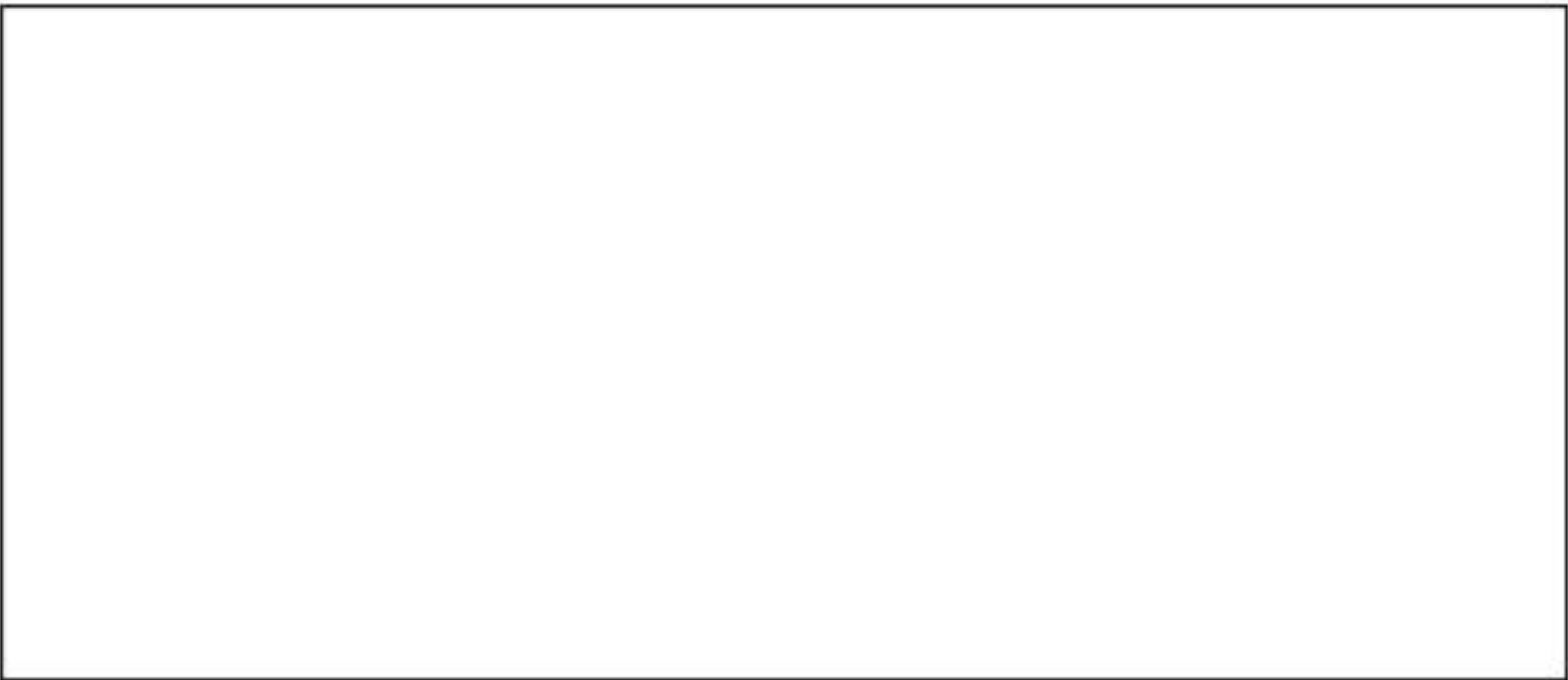
Value:

EXTRA WORKSPACE



My Writing Rubric

My writing has a topic sentence and a conclusion.	no	one of them	yes, both
My writing tells many details about the problem.	few details	some details	many details
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My picture matches the details in my paragraph.	no	some details	yes
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I used spelling strategies to stretch out words.	no	sometimes	yes



Unit 2 Reflection Sheet

Name: _____ **Date:** _____

Which pieces of the close reading and writing process felt challenging?

Share an example of how you used collaboration during the writing process.

Which school did you enjoy learning about the most?
