



180 Days of WRITING

for **Second Grade**

WEEK 25
DAY 1

NAME: _____

Directions: Color in the lily pads that state facts about what frogs look like.

Frogs are slimy.

Tree frogs have pads on their feet.

Toads are sometimes confused for frogs.

Frogs have large eyes.

Everyone thinks frogs are cute.

Frogs that live in water have webbed feet.

Frogs are shades of green.

Frogs have long legs.

Frogs

Prewriting

Drafting

Revising

Editing

Publishing



Standards

For information on how this resource meets national and other state standards, see pages 4–6. You may also review this information by scanning the QR code or visiting our website at <http://www.shelleducation.com> and following the on-screen directions.



Publishing Credits

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Standards

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5301 Oceanus Drive
Huntington Beach, CA 92649-1030
<http://www.shelleducation.com>

ISBN 978-1-4258-1525-7

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TABLE OF CONTENTS

Introduction.....	3
How to Use This Book.....	4
Standards Correlations	13
Daily Practice Pages	14
Answer Key	194
Writing Rubrics	202
Writing Analyses	205
The Writing Process	208
Editing Marks	209
Writing Tips.....	210
Writing Signs.....	213
Contents of the Digital Resource CD.....	216

INTRODUCTION

The Need for Practice

To be successful in today's writing classrooms, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced for students to be successful. Practice is especially important to help students apply their concrete, conceptual understanding of each particular writing skill.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' writing skills. This is important so that teachers can adequately address students' misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

HOW TO USE THIS BOOK

With *180 Days of Writing*, creative, theme-based units guide students as they practice the five steps of the writing process: prewriting, drafting, revising, editing, and publishing. During each odd week (Weeks 1, 3, 5, etc.), students interact with mentor texts. Then, students apply their learning by writing their own pieces during each following even week (Weeks 2, 4, 6, etc.). Many practice pages also focus on grammar/language standards to help improve students' writing.

Easy to Use and Standards Based

These daily activities reinforce grade-level skills across the various genres of writing: opinion, informative/explanatory, and narrative. Each day provides a full practice page, making the activities easy to prepare and implement as part of a classroom morning routine, at the beginning of each writing lesson, or as homework.

The chart below indicates the writing and language standards that are addressed throughout this book. See pages 5–6 for a breakdown of which writing standard is covered in each week.

Note: Students may not have deep understandings of some topics in this book. Remember to assess students based on their writing skills and not their content knowledge.

College and Career Readiness Standards

Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion, and provide a concluding statement.
Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Language 2.1 —Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.
Language 2.2 —Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Language 2.5 —Demonstrate understanding of word relationships and nuances in word meanings.

HOW TO USE THIS BOOK (cont.)

Below is a list of overarching themes, corresponding weekly themes, and the writing standards that students will encounter throughout this book. For each overarching theme, students will interact with mentor texts in the odd week and then apply their learning by writing their own pieces in the even week. **Note:** The writing prompt for each week can be found on pages 7–8. You may wish to display the prompts in the classroom for students to reference throughout the appropriate weeks.

Overarching Themes	Weekly Themes	Standards
Ready to Learn	Week 1: Rules for School Week 2: Friends at School	Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Where People Live	Week 3: In the City Week 4: In the Country	Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Fall Fruit	Week 5: Why Eat Apples Week 6: How to Eat Apples	Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion, and provide a concluding statement.
A Walk in the Woods	Week 7: Rainforests Week 8: Temperate Forests	Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Are They Scary?	Week 9: Jack-o-Lanterns Week 10: Scarecrows	Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion, and provide a concluding statement.
Thankfulness	Week 11: Being Thankful Week 12: Sharing Thanks	Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion, and provide a concluding statement.
Weird Weather	Week 13: Thunderstorms Week 14: Snowstorms	Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Time to Give	Week 15: Gifts to Me Week 16: Giving to Others	Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Staying Warm	Week 17: Building Snowmen Week 18: Sledding	Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Black and White	Week 19: Zebras Week 20: Penguins	Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Our Country	Week 21: Important People Week 22: Important Places	Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion and provide a concluding statement.

HOW TO USE THIS BOOK *(cont.)*

Overarching Themes	Weekly Themes	Standards
In the Present	Week 23: Little Red Riding Hood Week 24: Goldilocks and the Three Bears	Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Looking Green	Week 25: Frogs Week 26: Turtles	Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Out in Space	Week 27: Planets Week 28: Sun, Moon, and Stars	Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Just a Day	Week 29: A Great Day Week 30: A Bad Day	Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Picnic Pests	Week 31: Ants Week 32: Bees	Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion, and provide a concluding statement.
Movement	Week 33: In the Wind Week 34: Push or Pull	Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Free Time	Week 35: Watching TV or Reading? Week 36: Beach or Park?	Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion, and provide a concluding statement.

HOW TO USE THIS BOOK (cont.)

Weekly Setup

Write each prompt on the board throughout the appropriate week. Students should reference the prompts as they work through the activity pages so that they stay focused on the topics and the right genre of writing: opinion, informative/explanatory, and narrative. You may wish to print copies of this chart from the Digital Resource CD (filename: writingprompts.pdf) and distribute them to students to keep throughout the school year.

Week	Prompt
1	Many schools have rules that students should follow. Describe a time where your class set up rules for the classroom.
2	Describe a time when you have played with a friend at school.
3	Think about the city. Describe what it looks like and what happens there.
4	Describe what a countryside looks like and what happens there.
5	There are many reasons why people should eat apples. Describe why people should eat apples. Include reasons to support your opinion.
6	Describe the best way to eat apples. Include reasons to support your opinion.
7	Describe a rainforest. Include details about how the forest looks and smells.
8	Describe a temperate forest. Include details about how the forest looks and smells.
9	Do you think jack-o-lanterns are scary? Write a paragraph stating your opinion and details to help support your opinion.
10	Do you think scarecrows are scary? Write a paragraph stating your opinion. Add details to help support your opinion.
11	What is the best way to be thanked by someone? Explain why it is the best way.

Week	Prompt
12	What is the best way to give thanks to someone? Explain why it is the best way.
13	Describe what a thunderstorm is. Include details about what it looks like and the dangers it can cause.
14	Describe what a snowstorm is. Include details about what it looks like and the dangers it can cause.
15	Think about a time you received a gift. Write a narrative about what the gift was, who gave it to you, and what the gift means to you.
16	Think about a time you gave someone a gift. Write a narrative about what the gift was, how you picked it out, and how the person reacted when they opened it.
17	Describe a time you have either built a snowman or what you think building a snowman might be like. Include details about the day.
18	Describe a time you have either gone sledding or what you think sledding might be like. Include details about the day.
19	Write a paragraph about zebras. Include facts about where they live and their physical characteristics.
20	Write a paragraph about penguins. Include facts about where they live and their physical characteristics.

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