

# 180 DAYS™

## Lessons and Activities

### Writing for Second Grade

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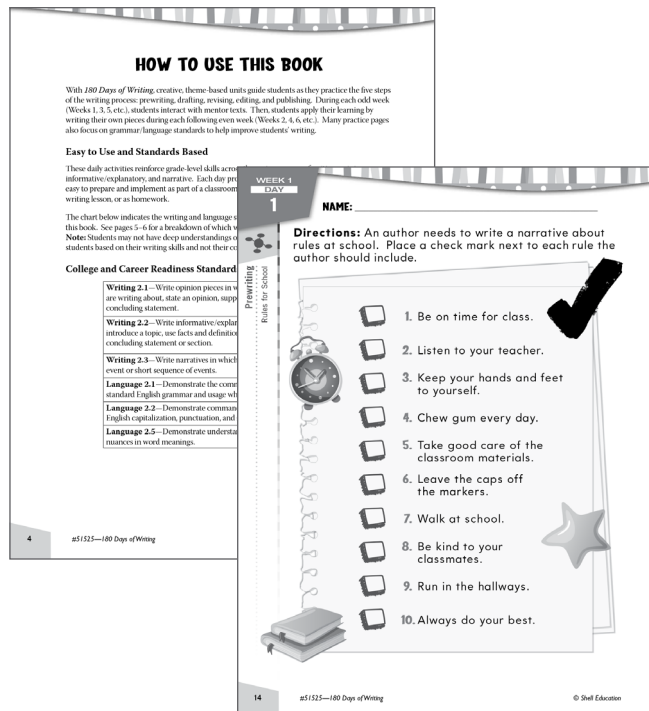
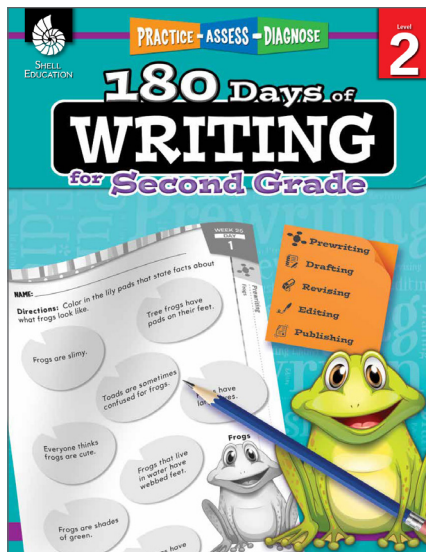
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SHELL  
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

2

# 180 Days of WRITING

## for Second Grade

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.

Some frogs have skin.

WEEK 25  
DAY

1

Frogs

Prewriting



Prewriting



Drafting



Revising



Editing



Publishing



Frogs



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## 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

<b>Writing 2.1</b> —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion, and provide a concluding statement.
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<b>Writing 2.2</b> —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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<b>Writing 2.3</b> —Write narratives in which they recount a well-elaborated event or short sequence of events.
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<b>Language 2.1</b> —Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.
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<b>Language 2.2</b> —Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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<b>Language 2.5</b> —Demonstrate understanding of word relationships and nuances in word meanings.
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# 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	<b>Week 1:</b> Rules for School <b>Week 2:</b> Friends at School	<b>Writing 2.3</b> —Write narratives in which they recount a well-elaborated event or short sequence of events.
Where People Live	<b>Week 3:</b> In the City <b>Week 4:</b> In the Country	<b>Writing 2.2</b> —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	<b>Week 5:</b> Why Eat Apples <b>Week 6:</b> How to Eat Apples	<b>Writing 2.1</b> —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	<b>Week 7:</b> Rainforests <b>Week 8:</b> Temperate Forests	<b>Writing 2.2</b> —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?	<b>Week 9:</b> Jack-o-Lanterns <b>Week 10:</b> Scarecrows	<b>Writing 2.1</b> —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	<b>Week 11:</b> Being Thankful <b>Week 12:</b> Sharing Thanks	<b>Writing 2.1</b> —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	<b>Week 13:</b> Thunderstorms <b>Week 14:</b> Snowstorms	<b>Writing 2.2</b> —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	<b>Week 15:</b> Gifts to Me <b>Week 16:</b> Giving to Others	<b>Writing 2.3</b> —Write narratives in which they recount a well-elaborated event or short sequence of events.
Staying Warm	<b>Week 17:</b> Building Snowmen <b>Week 18:</b> Sledding	<b>Writing 2.3</b> —Write narratives in which they recount a well-elaborated event or short sequence of events.
Black and White	<b>Week 19:</b> Zebras <b>Week 20:</b> Penguins	<b>Writing 2.2</b> —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	<b>Week 21:</b> Important People <b>Week 22:</b> Important Places	<b>Writing 2.1</b> —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	<b>Week 23:</b> Little Red Riding Hood <b>Week 24:</b> Goldilocks and the Three Bears	<b>Writing 2.3</b> —Write narratives in which they recount a well-elaborated event or short sequence of events.
Looking Green	<b>Week 25:</b> Frogs <b>Week 26:</b> Turtles	<b>Writing 2.2</b> —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	<b>Week 27:</b> Planets <b>Week 28:</b> Sun, Moon, and Stars	<b>Writing 2.3</b> —Write narratives in which they recount a well-elaborated event or short sequence of events.
Just a Day	<b>Week 29:</b> A Great Day <b>Week 30:</b> A Bad Day	<b>Writing 2.3</b> —Write narratives in which they recount a well-elaborated event or short sequence of events.
Picnic Pests	<b>Week 31:</b> Ants <b>Week 32:</b> Bees	<b>Writing 2.1</b> —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	<b>Week 33:</b> In the Wind <b>Week 34:</b> Push or Pull	<b>Writing 2.2</b> —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	<b>Week 35:</b> Watching TV or Reading? <b>Week 36:</b> Beach or Park?	<b>Writing 2.1</b> —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.

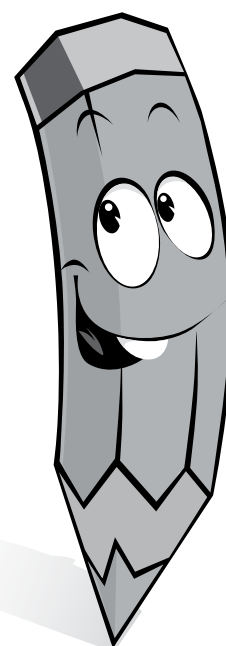
Week	Prompt
1	Many schools have rules that students should follow. Describe a time where your class set up rules for the classroom.
2	Describe a time when you have played with a friend at school.
3	Think about the city. Describe what it looks like and what happens there.
4	Describe what a countryside 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.

# HOW TO USE THIS BOOK *(cont.)*

Week	Prompt
21	Write a paragraph about important people. Include details explaining why they are important.
22	Write a paragraph about a place that is important to you. Include details such as where it is located.
23	Write a modern version of <i>Little Red Riding Hood</i> . Include dialogue and a strong conclusion.
24	Write a modern version of <i>Goldilocks and the Three Bears</i> . Include dialogue and a strong conclusion.
25	Explain what frogs look like. Provide descriptive details using various adjectives.
26	Explain what turtles look like. Provide descriptive details using various adjectives.
27	Imagine you are on a trip in outer space. Write a narrative about the different planets you see on your adventure.
28	Imagine you are on a trip through outer space. Write a narrative about what you see and do on your adventure.
29	Have you ever had a great day? Describe what happened and what you did.
30	Have you ever had a bad day? Describe what happened and what you did to make the day better.
31	Do you think ants are useful? Explain your answer and give supporting details.
32	Do you think bees are useful? Explain your answer and give supporting details.

Week	Prompt
33	Describe how objects are affected by the wind. Include and describe types of objects that can and cannot be blown over by the wind.
34	Describe how objects are pushed or pulled. Include the differences between pulling and pushing.
35	Do you prefer watching television or reading? Explain why using strong supporting details.
36	Do you prefer the beach or the park? Explain why using strong supporting details.





# HOW TO USE THIS BOOK *(cont.)*

## Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework. As outlined on pages 5–6, each two-week unit is aligned to one writing standard. **Note:** Before implementing each week's activity pages, review the corresponding prompt on pages 7–8 with students and have students brainstorm thoughts about each topic.

On odd weeks, students practice the daily skills using mentor texts. On even weeks, students use what they have learned in the previous week and apply it to their own writing.

Each day focuses on one of the steps in the writing process: prewriting, drafting, revising, editing, and publishing.

There are 18 overarching themes. Each odd week and the following even week focus on unique themes that fit under one overarching theme. For a list of the overarching themes and individual weekly themes, see pages 5–6.

## Using the Resources

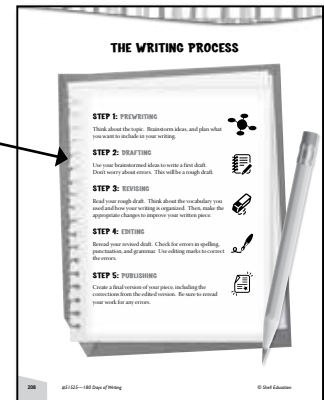
The following resources will be helpful to students as they complete the activity pages. Print copies of these resources and provide them to students to keep at their desks.

Rubrics for the three genres of writing (opinion, informative/explanatory, and narrative) can be found on pages 202–204. Use the rubrics to assess students' writing at the end of each even week. Be sure to share these rubrics with students often so that they know what is expected of them.

# HOW TO USE THIS BOOK (cont.)

## Using the Resources (cont.)

*The Writing Process* can be found on page 208 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.



EDITING MARKS		
Editing Marks	Symbol Names	Example
capitalization symbol	cap	Grand published up the grapes.
american symbol	am	My mother hugged the whole 15 years.
insert point symbol	ip	The clouds danced in the sky.
check spelling symbol	cs	He (fizz) in the story.
exchange symbol	ex	Heard (singer) /
insert symbol	in	Would (you) give the piece?
insert comma symbol	ic	I have two cats, two dogs, and a rabbit.
insert quotation symbol	iq	"That's amazing," she shouted.
delete symbol	de	Will you call me on the phone tonight?
new paragraph symbol	np	...to the room. Susan lunch, I spent the day...
add space symbol	as	I ran (the) two.

*Editing Marks* can be found on page 209 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).

If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on the Digital Resource CD (filename: editingchecklist.pdf).

**PEER/SELF-EDITING CHECKLIST**

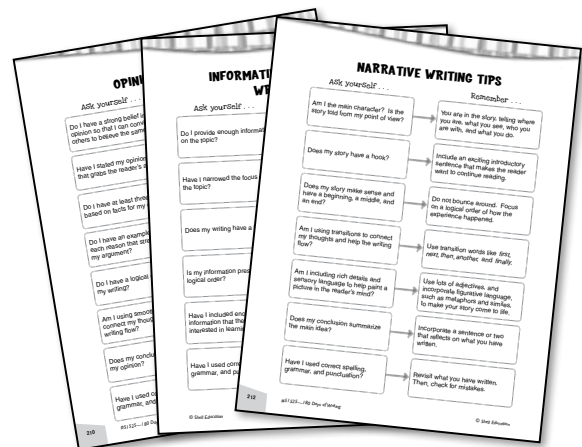
Directions: Place a check mark in front of each item as you check it.

- ☐ The writing clearly states an opinion. (opinion writing only)
- ☐ The writing clearly states the topic. (informational/explanatory writing only)
- ☐ The writing has an engaging beginning.
- ☐ The writing includes details to support the opinion/topic.
- ☐ The writing has a strong conclusion.
- ☐ The writing follows a logical order.
- ☐ Lots of interesting words are used.
- ☐ Words are capitalized correctly.
- ☐ Words are spelled correctly.
- ☐ There is correct punctuation.

*Writing Signs* for each of the writing genres are on pages 213–215 and on the Digital Resource CD (filename: writingsigns.pdf). Hang the signs up during the appropriate two-week units to remind students which type of writing they are focusing on.



*Writing Tips* pages for each of the writing genres can be found on pages 210–212 and on the Digital Resource CD (filename: writingtips.pdf). Students can reference the appropriate *Writing Tips* pages as they work through the weeks.



# HOW TO USE THIS BOOK (cont.)

## Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can quickly see which writing skills students may need to target further to develop proficiency.

After students complete each two-week unit, score each students' even week Day 5 published piece using the appropriate, genre-specific rubric (pages 202–204). Then, complete the *Practice Page Item Analysis* (pages 205–207) that matches the writing genre. These charts are also provided on the Digital Resource CD as PDFs, Microsoft Word® files, and Microsoft Excel® files (filenames: opinionpageitem.pdf, opinionpageitem.doc, opinionpageitem.xls; informativepageitem.pdf, informativepageitem.doc, informativepageitem.xls; narrativepageitem.pdf, narrativepageitem.doc, narrativepageitem.xls). Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

## To Complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the form may be needed or you may need to add rows.
- The weeks in which the particular writing genres are the focus are indicated across the tops of the charts. **Note:** Students are only assessed on the even weeks, therefore the odd weeks are not included on the charts.
- For each student, record his or her rubric score in the appropriate column.
- Add the scores for each student after they've focused on a particular writing genre twice. Place that sum in the far right column. Use these scores as benchmarks to determine how each student is performing. This allows for three benchmarks during the year that you can use to gather formative diagnostic data.

The image shows three overlapping 'NARRATIVE WRITING ANALYSIS' charts. The top chart is for 'NARRATIVE WRITING ANALYSIS' and shows a grid for recording scores. The grid has columns for 'Student Name', 'Week 2', 'Week 10', 'Week 18', 'Week 26', 'Week 34', and 'Total Score'. The 'Total Score' column is shaded. Below the grid is a row for 'Average Classroom Score'. The chart includes instructions: 'Directions: Record each student's rubric score (page 201) in the appropriate column. Add the scores every two weeks and record the sum in the far right column. You can use: (1) which students are not understanding the information; (2) how students progress after multiple lessons; or (3) which students are not understanding the narrative genre. (For odd weeks, do not record scores.)' The chart is dated '© Shell Education' and '451225—180 Days of Writing'.

# HOW TO USE THIS BOOK *(cont.)*

## Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use the results to inform the way they differentiate instruction. The data can help determine which writing types are the most difficult for students and which students need additional instructional support and continued practice.

## Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and may demonstrate that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and additional front-loading may be required.

## Small-Group or Individual Support

The results of the diagnostic analysis may show that an individual student or a small group of students is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling these students aside to instruct them further on the concept(s), while others are working independently. Students may also benefit from extra practice using games or computer-based resources. Teachers can also use the results to help identify individual students or groups of proficient students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent learning contracts or more challenging activities.

## Digital Resource CD

The Digital Resource CD contains digital copies of the activity pages, the diagnostic pages, and additional resources, such as the *Editing Marks* and *Writing Tips* pages, for the students. The list of resources on the Digital Resource CD can be found on page 216.

NAME: \_\_\_\_\_

**Directions:** An author needs to write a narrative about rules at school. Place a check mark next to each rule the author should include.



1. Be on time for class.



2. Listen to your teacher.



3. Keep your hands and feet to yourself.



4. Chew gum every day.



5. Take good care of the classroom materials.



6. Leave the caps off the markers.



7. Walk at school.



8. Be kind to your classmates.



9. Run in the hallways.



10. Always do your best.





NAME: \_\_\_\_\_

**Directions:** Read the narrative paragraph. Underline the steps that the class takes in setting rules for the classroom.

It was a great first day of school. I am in second grade at Elliott Grove Elementary School. My teacher is Mrs. Wright. Today, our class decided we should have class rules that we would all follow. Mrs. Wright gave each of us three sheets of paper and asked us to write a classroom rule on each one. Our class looked at the rules we had written and found many that were the same. We chose five rules for our class to follow this year. I know it is going to be a good year!

Drafting  
Rules for School

## Printing Practice abc

**Directions:** Use your best printing to write a sentence about one rule you follow at school.

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NAME: \_\_\_\_\_

**Directions:** Read the paragraph. The sentences in the middle are out of order. Write the numbers 1, 2, and 3 to put them in the correct order.

Every classroom needs rules. \_\_\_\_ Then, we think about which rules we should have. \_\_\_\_ Finally, we follow the rules we create. \_\_\_\_ First, we decide we should have rules. This way, our classroom will be a safe environment.



### Boost Your Learning! 🚀

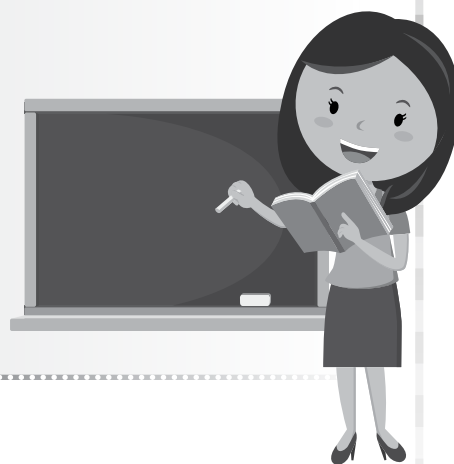
**Sequence words** help the reader know when things happen in a story. Add these words to your writing to help make it clear for the reader.



NAME: \_\_\_\_\_

**Directions:** Use the ≡ symbol to correct the words that should be capitalized.

1. My sister attends abraham lincoln Preschool and has to follow the rules.
2. Our teacher, mrs. gillespie, has worked hard to set up rules at park heights school.
3. mr. Bolander allows his class to set up their own classroom rules.
4. mrs. Eddy reminds her students how helpful rules can be.



### Boost Your Learning! 🚀

Specific names of people and places should be capitalized in your writing.

**Example:** ≡ mrs. ≡ weldin teaches at ≡ springs  
≡ elementary ≡ school.



NAME: \_\_\_\_\_

**Directions:** Revisit the narrative paragraph. Circle the words that are capitalized correctly. Underline the sequence words. Then, answer the question.

It was a great first day of school. I am in second grade at Elliott Grove Elementary School. My teacher is Mrs. Wright. Today, our class decided we should have class rules that we would all follow. Then, Mrs. Wright gave each of us three sheets of paper and asked us to write a classroom rule on each one. Our class looked at the rules we had written and found many that were the same. We chose five rules for our class to follow this year. I know it is going to be a good year!



1. What makes the paragraph above a strong narrative?

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### This week I learned:

- to capitalize the names of specific people and places
- to use sequence words to help tell a story



# ANSWER KEY

The activity pages that do not have specific answers to them are not included in this answer key. Students' answers will vary on these activity pages, so check that students are staying on task.

## Week 1: Rules at School

### **Day 1** (page 14)

Students should check marks next to the following rules: 1. Be on time for class; 2. Listen to your teacher; 3. Keep your hands and feet to yourself; 5. Take good care of classroom materials; 7. Walk at school; 8. Be kind to your classmates; and 10. Always do your best.

### **Day 2** (page 15)

Underlined parts should include: Today our class decided we should have class rules that we would all follow. Mrs. Wright gave us three sheets of paper and asked us to write a classroom rule on each page. Our class looked at the rules we had written and found many that were the same. We chose five rules for our class to follow this year.

### **Day 3** (page 16)

The sentences should be in the following order: Every classroom needs rules. First, we decide we should have rules. Then, we think about which rules we should have. Finally, we follow the rules we create. This way, our classroom will be a safe environment.

### **Day 4** (page 17)

1. My sister attends **Abraham Lincoln** Preschool and has to follow the rules.
2. Our teacher, **Mrs. Gillespie**, has worked hard to set up rules at **Park Heights School**.
3. **Mr.** Bolander allows his class to set up their own classroom rules.
4. **Mrs.** Eddy reminds her students how helpful rules can be.

### **Day 5** (page 18)

It was a great first day of school. I am in second grade at **Elliot Grove Elementary School**. My teacher is **Mrs. Wright**. Today, our class decided we should have class rules that we would all follow. Then, **Mrs. Wright** gave each of us three sheets of paper and asked us to write a classroom rule on each one. **Our** class looked at the rules we had written and found many that were the same. **We** chose five rules for our class to follow this year. I know it is going to be a good year!

## Week 2: Friends at School

### **Day 4** (page 22)

1. It is fun to play with my friends **Amir, Lily, and Aisha**.
2. We are all in second grade at **Fern Hill Elementary School**.
3. My mom drives me to **Paul Revere Park** to play with my friend, **Gabe**.
4. **Ariel's** little sister likes to play with us at the park, too.

### **Day 5** (page 23)

See the Narrative Writing Rubric on page 204.

## Week 3: In the City

### **Day 2** (page 25)

Students should underline the following: A city has many parks where children can play. People can do many things in a city, such as go to a zoo or a museum. Cities are busy places. There is almost always something happening in a city.

## Week 4: In the Country

### **Day 1** (page 29)

The following should be checked: barn, pigpen, cow, horse, and haystack

### **Day 5** (page 33)

See Informative/Explanatory Writing Rubric on page 203.

## Week 5: Why Eat Apples

### **Day 1** (page 34)

The following should be check marked: Apples help make your heart strong; Apples help you exercise; Apples are healthy fruits; Apples contain vitamins; Apples can keep you from getting sick.

### **Day 2** (page 35)

**Everyone should eat apples every day.** Apples are colorful and crunchy. Apples are healthy snacks. They have vitamins that help keep you from getting sick. Apples are delicious. Eating apples can make your heart strong. **It is a good idea to eat an apple every day.**

### **Day 3** (page 36)

The following should be crossed out: I had a banana for breakfast. Apples come in many different colors. My mom gave me crackers.

### **Day 4** (page 37)

**Singular:** tree, basket, heart  
**Plural:** apples, leaves, stems

### **Day 5** (page 38)

1. The author thinks apples are good for you. The author says that people should "eat apples everyday" and that apples are a "healthy" and "delicious snack."
2. The author could have used different adjectives that are more descriptive.