Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: November 29-December 03, 2021		Reading, Writing, ELA, Math, Sci, SS		Grade Level: 2nd		
	Monday	Tuesday	Wednesday		Thursday	Friday		
GSE	ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL5: Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action. ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL5: Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action. ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL5: Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action. ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot		ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL5: Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action. ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	ELAGSE2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
RW -UoS	Studying Characters and Their Stories- If/Then Unit- S-Drive Bend II Session 1	Studying Characters and Their Stories- If/Then Unit- S-Drive Bend II Session 2	"Studying Characters and Their Stories- If/Then Unit- S-Drive Bend II Session 3		"Studying Characters and Their Stories- If/Then Unit- S-Drive Bend II Session 4	Book Shop/Week Review		
LT	I am learning to pay special attention to any pictures in the book and make pictures in my mind.	I am learning to search for common ground with the characters in my books.	I am learning to notice when a character does something out of character.		I am learning to use strategies for dealing with tricky words and phrases.	I can pick out my just-right books.		
SC	 I can reread to help make a picture in my mind. I can stop and draw pictures of what's happening in my book. I can stop and draw pictures of the setting of my book. I can revise my pictures to match the book. 	 I can make a list of similarities and differences between my character and me. I can empathize with characters. I can describe the character's motivations, troubles, and heart's desires. 	 I can flag spots in my book with a Post-it when they character does something out of character. I can work hard to make sense of the character. 		 I can use pictures to figure out new, tricky words. I can look for blends and digraphs at the beginning of a word and say the sounds. I can break off familiar endings like -ing, -ly-, -ed, and -er and deal with what's left over. I can use context clues to figure out new words. I can think about what's happening in the story to figure out what the new, tricky word might be. 	I can look through my book basket to find books that interest me. I can look through the book to make sure that I have not read it before.		
GSE	ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
ww -	Friendly Letter Unit- You can use these plans.	Friendly Letter Unit- You can use these <u>plans</u> .	Friendly Letter Unit- You can use these plans.		Friendly Letter Unit- You can use these <u>plans</u> .	Friendly Letter Unit- You can use these plans.	??	
LT	I can write a friendly letter.	I can write a friendly letter.	I can write a friendly letter.		I can write a friendly letter.	I can write a friendly letter.		
SC	I know the parts of a friendly letter.	I know the parts of a friendly letter.	I know the parts of a friendly letter.		I know the parts of a friendly letter.	I know the parts of a friendly letter.		
GSE	ELAGSE2RF3: Know and apply grade- level phonics and word analysis skills in decoding words. ELAGSE2RF4: c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	ELAGSE2RF3: Know and apply grade- level phonics and word analysis skills in decoding words. ELAGSE2RF4: c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	ELAGSE2RF3: Know and apply grade- level phonics and word analysis skills in decoding words. ELAGSE2RF4: c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		ELAGSE2RF3: Know and apply grade- level phonics and word analysis skills in decoding words. ELAGSE2RF4: c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	ELAGSE2RF3: Know and apply grade- level phonics and word analysis skills in decoding words. ELAGSE2RF4: c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Phonics - UoS	LC Units of Study: Unit 2 Bend 3 Tails: Spelling Words with Endings Lesson 15 - Making Words Plural With -S or -ES TE pages 113-119 UOS in Phonics: Big Words Take Big Resolve - Tackling Multisyllabic Words	LC Units of Study: Unit 2 Bend 3 Tails: Spelling Words with Endings Lesson 15 - Making Words Plural With -S or -ES TE pages 113-119 UOS in Phonics: Big Words Take Big Resolve - Tackling Multisyllabic Words	LC Units of Study: Un Tails: Spelling Words Lesson 16 - Changin Adding -ES or -ED TE pages 120-125 UOS in Phonics: Big Resolve - Tackling M	nit 2 Bend 3 s with Endings ig Y to I Before Words Take Big lultisyllabic Words	LC Units of Study: Unit 2 Bend 3 Tails: Spelling Words with Endings Lesson 16 - Changing Y to I Before Adding -ES or -ED TE pages 120-125 UOS in Phonics: Big Words Take Big Resolve - Tackling Multisyllabic Words	LC Units of Study: Unit 2 Bend 3 Weekly Review Lesson(s) 15-16 Tails - Spelling Words With Endings UOS in Phonics: Big Words Take Big Resolve - Tackling Multisyllabic Words		

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	Monday	Tuesday	Wednesday		Thursday	Friday	
LT	I am learning to discover when to use -s to make a word plural and when they use -es.	I am learning to discover when to use -s to make a word plural and when they use -es.	I am learning when a word ends in a consonant and Y, we change the Y to an I before adding -es or -ed.		I am learning when a word ends in a consonant and Y, we change the Y to an I before adding -es or -ed.	We are learning to apply grade level phonics knowledge.	
SC	I can recognize and use plurals that add - s and -es. I can read words with inflectional endings (-s and -es). I can write words with inflectional endings.	I can recognize and use plurals that add - s and -es. I can read words with inflectional endings (-s and -es). I can write words with inflectional endings.	I can look at the word ending. I can notice that a word ends in a consonant and Y. I know that this rule does not apply when there is a vowel and Y. I can change the Y and add an I when adding -es and -ed in my writing.		I can look at the word ending. I can notice that a word ends in a consonant and Y. I know that this rule does not apply when there is a vowel and Y. I can change the Y and add an I when adding -es and -ed in my writing.	I know I will be successful when: I can form new words with inflectional endings. I can recognize and use plurals that add - s and -es. I can read words with inflectional endings (-s and -es). I can change the Y and add an I when adding -es and -ed in my writing.	
GSE	2 NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on relationship between addition and subtraction: relate the strategy to a written method. Understand thai in adding subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.8 Mentally add 100 r 100 to a given number 103–000, and mentally subtract 10 or 100 from a given number 103–000, 2 work. using place value and the properties of operations. 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to taking from, putting together, taking apart, and comparing, with unknown in all positions.	2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, relate the strategy to subtracting three-dig turbers, one adds or subtracting three-dig turbers, one adds or subtracting three-dig turbers (one data) or subtracting three-dig turbers (one adds or subtracting three-dig turbers) to compose or decompose tens or hundreds. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and thre properties of operations. 1.OA.1 Use addition and subtraction strategies work, using place value and the properties of adding to, taking from, proting to subtractions at addition, adds word a dating three taking about a subtraction strategies. Work word problems involving situations of adding to, taking from, unknowns in all positions.	2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to subtracting three-dig in numbers, one add or subtracts hundreds and hundreds, tens and tens, ones and ones; nd sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. 1.OA.1 Use addition and subtraction strategies work, using place value and the properties of parations of adding to, taking from, puting together, taking apart, and comparing, with unknowns in all positions.		2.NBT7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. 1.0.A.1 Use addition and subtraction withreights work, using place value and the properties of operations. 1.0.A.1 use problems involving situations of adding to, taking from, proting together, taking apart, and comparing, with unknowns in all positions.	2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to be used to a subtract on the subtract of the development of the subtract of the development of the subtract of the	
EM - Module	Module 4 Lesson 22 TE pages 275-284 Strategies for Composing Tens and Hundreds: Solve additions with up to four addends with totals within 200 with and without two compositions of larger units. Must Do: 1c, 2, 4 (*End of Mod) Could Do: 1a, 1b Extended: 4 (*End of Mod) Enrichment: Embare: https://www.youtube. com/watch?v=woNygPfpH-M	Module 4 Lesson 23 TE pages 287-298 Strategies for Decomposing Tens and Hundreds: Use number bonds to break apart three-digit minuends and subtract from the hundred. Must Do: 1b, 1d, 1f, 1g, 1j Could Do: 1c, 1e, 1h, 1i Extended: 2 Enrichment: Embare: https://youtu.be/XI80H45j4_0 Video Links: https://youtu.be/XI80H45j4_0 Video Links: https://youtu.be/XI80H45j4_0	Module 4 Lesson 24 Strategies for Decom Hundreds: Use manij subtraction with decc hundred as 10 tens a Must Do: 1b, 2c, 2f, 2 Could Do: 1a, 2a, 2d Extended: 4b Enrichment: Embarc: https://youtt Video Links: https://youtc	TE pages 299-323 posing Tens and ouldives to represent mpositions of 1 and 1 ten as 10 ones. 2g. 2j, 2k, 3 2e, 2h, 2j, 2l, 4a hbe/EsqUeeQT2dw www.youtube. PaLTVo&t=47s	Module 4 Lesson 25 TE pages 324-334 Strategies for Decomposing Tens and Hundreds: Relate manipulative representations to a written method. Must Do: 1b, 1d, 1f, 1g, 3 (*End of Mod) Could Do: 1a, 1c, 1e, 1h, 2 Extended: 3 (*End of Mod) Enrichment: Embars: <u>https://woutub.ek/tmfl.5olqXQI</u> Video Links: <u>https://woutub.ek</u> com/watch?v=U2TQgazZ_Ec	Module 4 Lesson 26 TE pages 335-346 Strategies for Decomposing Tens and Hundreds: Use math drawings to represent subtraction with up to two decompositions and relate drawings to a written method. Must Do: 1b, 1c, 1d, 2 (explain) Could Do: 1a, 1e Extended: 2 Ernichment: Embare: https://www.youtube. com/watch?v=3Rswk/dsaW/A	
LT	I am learning how to add up to four two- digit addends with totals within 200.	I am learning how to break apart a three- digit number to help me subtract.	I can develop an und decomposing tens ar	erstanding of nd hundreds.	I am learning to subtract within 200. I am learning to subtract across the tens and hundreds place. I am learning to solve word problems that involve subtracting within 100.	I am learning to subtract within 200. I am learning to subtract across the tens and hundreds place. I am learning to solve word problems that involve subtracting within 100.	
SC	I can look for a way to make 10 ones or 10 tens to add. I can compose and decompose numbers using the associative property.	I can subtract from the hundred by using number bonds.	I can use place value value chart to repress I can exchange one of ten of the smaller uni I can unbundle a hun beginning to subtract	e disks on a place ent subtraction. of the larger units for ts. dred before	I can use place value to solve vertically. I can model decompositions on a place value chart. I can record the changes in the vertical form. I can ask myself, "Do I have enough to make an exchange?"	I can use a use a chip model or place value disk drawing. I can use the place value disks and unbundling to solve a subtraction problem. I can record changes in the vertical form as I work with a model.	
GSE							
Sci. Resources							
LT							
SC							
I DO							
WE DO							
YOU DO							
WE CHECK							

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	Monday	Tuesday	Wednesday	Thursday	Friday	
GSE	SS2H1 Describe the lives and contributions of historical figures in Georgia history. a James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion. SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).	SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion. SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than batter. SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).	SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion. SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. SS2E2 Identify some ways in which goods and services are allocated (such as; price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).	SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglehorpe, Tomochichi, and Mary Musgrove (founding of Georgia) SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion. SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority nule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).	SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion. SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).	
Soc. Stud. Resources	Historical Figures Guided PPT	James Oglethorpe Book- Not for Self, But For Others	James Oglethorpe Book- Not for Self, But For Others	Tomochichi Book- Chief and Friend	Tomochichi Book- Chief and Friend	
LT	I can identify the historical figures that helped develop Georgia.	I can identify the historical figures that helped develop Georgia.	I can identify the historical figures that helped develop Georgia.	I can identify the historical figures that helped develop Georgia.	I can identify the historical figures that helped develop Georgia.	
SC	I know the roles of James Oglethorpe, Tomochichi, and Mary Musgrove.	I know the roles of James Oglethorpe, Tomochichi, and Mary Musgrove.	I know the roles of James Oglethorpe, Tomochichi, and Mary Musgrove.	I know the roles of James Oglethorpe, Tomochichi, and Mary Musgrove.	I know the roles of James Oglethorpe, Tomochichi, and Mary Musgrove.	
I DO	Guide students through the histroical figures powepoint.	Read through the Biography of James Oglethrope	Continue reading through the Biography of James Oglethrope	Read through the Biography of Tomochichi	Continue reading through the Biography of Tomochichi	
YOU DO	Students are engaged through integrated assessment questions.	Students listen and engage by asking and answering questions	Students listen and engage by asking and answering questions	Students listen and engage by asking and answering questions	Students listen and engage by asking and answering questions	
WE DO	Review the importance of the 3 historical figures: James Oglethorpe, Tomochichi, and Mary Musgrove.	Point out nonfiction text features such as TOC, bold words, text boxes, captions, diagrams, charts, glossary, etc.	Point out nonfiction text features such as TOC, bold words, text boxes, captions, diagrams, charts, glossary, etc.	Point out nonfiction text features such as TOC, bold words, text boxes, captions, diagrams, charts, glossary, etc.	Point out nonfiction text features such as TOC, bold words, text boxes, captions, diagrams, charts, glossary, etc.	
WE CHECK	Have students think of one question and call on someone to quiz.	Ask students to summarize what you've read so far.	Ask students to share at least 3 facts about James Oglethorpe.	Ask students to summarize what you've read so far.	Ask students to share at least 3 facts about Tomochichi.	