Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: December 13-17, 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 III Session 4	Studying Characters and Their Stories- If/Then Unit- S-Drive Bend III Session 5	"Studying Characters and Their Stories- If/Then Unit- S-Drive Celebration		"Studying Characters and Their Stories- If/Then Unit- S-Drive Assessment	Book Shop/Week Review	
LT	I am learning to think across books with similar messages or themes.	I am learning to compare my troubles with the troubles my character faces.	I am learning to study characters and their stories.		I am learning to study characters and their stories.	I can pick out my just-right books.	
SC	□ I can finish one book and think, "What were the lessons in other books I have read?" □ I can finish one book and think, "Are any of them similar to a book I'm reading now?"	□ I can ask and answer, "What could I learn from this character for my own life?" □ I can ask and answer, "What could people I care about learn from this character?"	I can share what I have learned from my favorite book.		I can explain my character attitude and tell the readers what they are feeling. I can use print to read, notice details, and understand my books.	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 - UoS	Fictional Narratives- Use these plans.	Fictional Narratives- Use these plans.	Fictional Narratives- Use these plans.		Fictional Narratives- Use these plans.	Fictional Narratives- Use these plans.	
LT	I am learning to write fictional narratives.	I am learning to write fictional narratives.	I am learning to write fictional narratives.		I am learning to write fictional narratives.	I am learning to write fictional narratives.	
SC	I can imagine the setting of a character. I can imagine the thoughts, feelings, actions, and words of a fictional character. I can write a fictional narrative with a beginning, middle, and end.	I can imagine the setting of a character. I can imagine the thoughts, feelings, actions, and words of a fictional character. I can write a fictional narrative with a beginning, middle, and end.	I can imagine the character. I can imagine the feelings, actions, fictional characte I can write a fictio with a beginning end.	e setting of a e thoughts, , and words of a er. onal narrative , middle, and	I can imagine the setting of a character. I can imagine the thoughts, feelings, actions, and words of a fictional character. I can write a fictional narrative with a beginning, middle, and end.	I can imagine the setting of a character. I can imagine the thoughts, feelings, actions, and words of a fictional character. I can write a fictional narrative with a beginning, middle, and end.	
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	Vowel-Consonant-Silent E Pattern F&P SP3 TE pages 173-176 Learning the Silent E Pattern	Vowel-Consonant-Silent E Pattern F&P SP4 TE pages 177-180 Learning Onsets and Rimes: -ame, -ate, - ake	Vowel-Consonant-Silent E Pattern F&P SP5 TE pages 181-184 Learning Onsets and Rimes: -ice, -ide, - ine		Vowel-Consonant-Silent E Pattern F&P SP6 TE pages 185-188 Learning Onsets and Rimes: -obe, -oke, - ore, -ope	PBIS-Assembly - if possible Vowel-Consonant-Silent E Pattern CFA F&P SP Lessons 3-6 Learning Onsets and Rimes	
LT	I know that silent E makes a vowel say its name.	I know that silent E makes a vowel say its name.	I know that silent E makes a vowel say its name.		I know that silent E makes a vowel say its name.	I know that silent E makes a vowel say its name.	

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	Monday	Tuesday	Wednesday	Thursday	Friday	
SC	I know the silent e comes at the end of a word. I know that silent e makes a long vowel sound.	I know that silent E comes at the end of a word. I know that silent e can make ANY vowel say its name. I can identify long vowel a words with silent e.	I know that silent E comes at the end of a word. I know that silent e can make ANY vowel say its name. I can identify long vowel I words with silent e.	I know that silent E comes at the end of a word. I know that silent e can make ANY vowel say its name. I can identify long vowel o words with silent e.	I know that silent E comes at the end of a word. I know that silent e can make ANY vowel say its name. I can identify and spell long vowel a, e, i, and o words with silent e.	
GSE	2 NBT6 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 place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a withen method. Understand that in adding or subtracts fluinteds and hundreds, tens and tens, ones and ones; and sometimes it is necessaries, tens and tens, ones and ones; and sometimes it is necessaries. ZNBT8 Mentally add 10 or 100 to a given number 100–900, and mentally subtracts fluinted and hundreds. ZNBT8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 of 100 from a given number 100–900, Nork, using place value and the properties of policy operations. 1.0.4 Lies addition and subtraction within 20 to solve word problems involving situations 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.NBT9 Explain why addition and subtraction strategies work, using place value and the properties of operations. 1.O.A.1 Use addition and subtraction within 20 to solve word protems involving situations of adding to taking from, putting together; taking apart, and comparing, with unknowns in all positions.	OA.1 Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taiking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2. NBT6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 2. NBT6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 2. NBT6 Add and subtract within 1000, using concrete models of drawings and strategies based on place. Involvement addition and subtraction; relate the strategy to subtracting three-digit numbers, one adds or subtracts indecompose tens or hundreds. 2. NBT6 Adm and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 2. NBT6 Alts Mentally add 10 or 100 to a given number 100–900. 2. NBT9 Explain why addition and subtraction strategies down, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	OA.1 Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by Using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 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 subtract within 1000, using concrete mudels and mung and the subtraction. The taken the strategy to authorized in the subtraction and subtract within undreds and mundreds, tens and tens, one addies or subtracts undreds and hundreds. Items and tens, one addies or and sometimes it is necessary to compose or decompose tens or hundreds. 2.NBTE Mentalay add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	OA.1 Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taking from, putting together, taking aparl, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 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 subtract within two devices of the strategy to autorized in the strategy to a subtracting three-digit numbers, one adds or subtract 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 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	
EM - Module	Complete Make-Up District MAP Testing or Module 4 Lesson 31 TE pages 393-402 Student Explanations of Written Methods: Solve two-step word problems within 100. Must Do: 3a, 3b, 4 Could Do: 1, 2a, 2b Extended: (HWK #4 End of Mod) Enrichment: Embarc: https://youtu.be/3kpD56UsP7k Video Links: https://youtu. be/ez/WittRwC6Cs	Module 4 End of Module 4 Review TE pgs. 408-416 Topics A-F (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day) * Include Balanced Equations in Review * Review Key Vocabulary (addend, bundle, unbundle, regroup, rename, change (compose or decompose a 10 or 100) Topic Quiz F- Optional	Module 4 End of Module Assessment: TE pgs. 408-416 Topics A-F(assessment 1/2 day, return 1/2 day, remediation or further applications 1 day)	Identify & Celebrate CAN DO now Descriptors Review & Practice: Place Value Understanding Solve problems involving addition and subtraction. Use place value understanding and properties of operations to add and subtract.	Identify & Celebrate CAN DO now Descriptors Review & Practice: Place Value Understanding Solve problems involving addition and subtraction. Use place value understanding and properties of operations to add and subtract.	
LT	I am learning to apply knowledge of addition and subtraction strategies to solve two-step word problems.	I am learning to solve an addition and subtraction problem with and without decomposing. I am learning to solve addition and subtraction word problems that may or may not involve regrouping.	I am learning to use place value understanding and properties of operations to add and subtract. I can demonstrate addition and subtraction strategies that I have learned.	I am learning to use place value understanding and properties of operations to add and subtract. I can demonstrate addition and subtraction strategies that I have learned.	I am learning to use place value understanding and properties of operations to add and subtract. I can demonstrate addition and subtraction strategies that I have learned.	
SC	I can think about and discuss the multiple strategies I have learned to represent and solve addition and subtraction problems. I can solve two-step word problems within 100.	I can use place value understanding and properties of operations to add and subtract. I can practice addition and subtraction strategies that I have learned.	I can represent and solve problems involving addition and subtraction. I can solve addition and subtraction word problems that may or may not involve regrouping.	I can review the different ways to write a number. I can solve problems using place value language and understanding. I can solve problems involving addition and subtraction. I can solve addition and subtraction problems that may or may not involve regrouping.	I can review the different ways to write a number. I can solve problems using place value language and understanding. I can solve problems involving addition and subtraction. I can solve addition and subtraction problems that may or may not involve regrouping.	
GSE						
Sci. Resources						
LT						
SC						
I DO						
WE DO						
YOU DO						
WE CHECK						

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	Monday	Tuesday	Wednesday		Thursday	Friday	
GSE	SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs. 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). SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. SS2E4 Describe the costs and benefits of personal saving and spending choices.	SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs. 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). SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. SS2E4 Describe the costs and benefits of personal saving and spending choices.	SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs. 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). SS2E3 Explain that people usually use money to obtain the goods and services they want and explain that people usually use money than barter. SS2E4 Describe the costs and benefits of personal saving and spending choices.		SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs. 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). SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. SS2E4 Describe the costs and benefits of personal saving and spending choices.	SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs. 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). SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. SS2E4 Describe the costs and benefits of personal saving and spending choices.	
Soc. Stud. Resources	Wants and Needs Epic Book- Need it or Want it?	Goods and Services Goods or Services?	Producers and Consumers Consumers and Producers		Scarcity and Opportunity Cost Budgeting, Spending, and Saving (just page 10 and 11)	<u>Bartering with money</u> <u>My Money</u>	
LT	I am learning about economics.	I am learning about economics.	I am learning about economics.		I am learning about economics.	I am learning about economics.	
SC	I understand that people must make choices about what they buy. I understand that 'needs' are things that a person MUST have to survive (clothing, shelter, food, etc.) I understand that a 'want' is nice, but not necessary.	I can explain the difference between a good that is made and a service that is provided.	I can explain the difference between producers (who make things) and consumers (who use or buy things).		I understand that people must make choices about what they buy. I understand that the opportunity cost is what a person gives up to get what they want	I understand why money is the most common trading tool.	
IDO	Teachers will assign the linked resource in their Google Classrooms so that each student has their own copy. While students are completing the assignment, teachers will be completing the ornament/holiday crafts with groups of students.	Teachers will assign the linked resource in their Google Classrooms so that each studen thas thier own copy. While students are completing the assignment, teachers will be completing the ormament/holiday crafts with groups of students.	Teachers will assign the linked resource in their Google Classrooms so that each student has thier own copy. While students are completing the assignment, teachers will be completing the ornament/holiday crafts with groups of students.		Teachers will assign the linked resource in their Google Classrooms so that each student has thier own copy. While students are completing the assignment, teachers will be completing the ornament/holiday crafts with groups of students.	Teachers will assign the linked resource in their Google Classrooms so that each student has thier own copy. While students are completing the assignment, teachers will be completing the ornament/holiday crafts with groups of students.	
YOU DO	Students may work together in groups or independently to complete the assignments.	Students may work together in groups or independently to complete the assignments.	Students may work together in groups or independently to complete the assignments.		Students may work together in groups or independently to complete the assignments.	Students may work together in groups or independently to complete the assignments.	
WE DO	Teachers display the assignment and call volunteers to complete as a class.	Teachers display the assignment and call volunteers to complete as a class.	Teachers display the assignment and call volunteers to complete as a class.		Teachers display the assignment and call volunteers to complete as a class.	Teachers display the assignment and call volunteers to complete as a class.	
WE CHECK	Teachers give immediate feedback and correct any misconceptions.	Teachers give immediate feedback and correct any misconceptions.	Teachers give immediate feedback and correct any misconceptions.		Teachers give immediate feedback and correct any misconceptions.	Teachers give immediate feedback and correct any misconceptions.	