

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: December 06-10, 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 5	Studying Characters and Their Stories- If/Then Unit- S-Drive Bend III Session 1	"Studying Characters and Their Stories- If/Then Unit- S-Drive Bend III Session 2	"Studying Characters and Their Stories- If/Then Unit- S-Drive Bend III Session 3	Book Shop/Week Review		
LT	I am learning to read fluently and with expression.	I am learning to reflect on ways I've grown as a reader.	I am learning to pay attention to character change and make bigger meaning from my stories.	I am learning to figure out the meaning of the story.	I can pick out my just-right books.		
SC	<input type="checkbox"/> I can match my voice to how characters feel. <input type="checkbox"/> I can match my voice to the character's personality. <input type="checkbox"/> I can use clues like punctuation, dialogue tags, and the pictures to find the right voice for the story.	<input type="checkbox"/> I can list the ways in which I've grown as a reader.	<input type="checkbox"/> I can describe the problem the character faced. <input type="checkbox"/> I can explain how the character solved the problem. <input type="checkbox"/> I can explain what the character learned from the problem. <input type="checkbox"/> I can explain how the character got into the problem or trouble in the first place. <input type="checkbox"/> I can reflect on what the character could have done differently. <input type="checkbox"/> I can reflect on how I would have done in that situation.	<input type="checkbox"/> I can reread the ending of a book and think, "How did the trouble get fixed?" <input type="checkbox"/> I can reread the ending of a book and ask, "What did the character realize?" <input type="checkbox"/> I can reread the ending of a book and ask, "What did the character learn?"	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	Use these plans and the Diary of... Winter Writing Unit for details.	Use these plans and the Diary of... Winter Writing Unit for details.	Use these plans and the Diary of... Winter Writing Unit for details.	Use these plans and the Diary of... Winter Writing Unit for details.	Use these plans and the Diary of... Winter Writing Unit for details.		
LT	I can write from the perspective (or point of view) of someone else.	I can write from the perspective (or point of view) of someone else.	I can write from the perspective (or point of view) of someone else.	I can write from the perspective (or point of view) of someone else.	I can write from the perspective (or point of view) of someone else.		
SC	I can identify the point of view of a character. I can imagine the thoughts, feelings, actions, and words of a character and write them in the form of a diary entry.	I can identify the point of view of a character. I can imagine the thoughts, feelings, actions, and words of a character and write them in the form of a diary entry.	I can identify the point of view of a character. I can imagine the thoughts, feelings, actions, and words of a character and write them in the form of a diary entry.	I can identify the point of view of a character. I can imagine the thoughts, feelings, actions, and words of a character and write them in the form of a diary entry.	I can identify the point of view of a character. I can imagine the thoughts, feelings, actions, and words of a character and write them in the form of a diary entry.		
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.		

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Phonics - UoS	Review Long Vowels F&P LS3 TE pages 79-82 Identifying Words with Long Vowel Sounds	Review Long Vowel Combinations F&P LS16 TE pages 131-134 Recognizing and Using ai, ay, oa, ee, ea, ow Vowel Combinations	Review Long Vowel Combinations F&P LS17 TE pages 135-138 Identifying Words ai, ay, oa, ee, ea, ow	Review Long Vowel Combinations F&P LS22 TE pages 156-158 Learning the Sound of a as in Cake 1: a_e, ay, ai	Review Long Vowel Combinations F&P LS23 TE pages 159-162 Learning the Sound of a as in Cake 2: ea, ey, eigh, aigh			
LT	I am learning to work with spelling patterns that represent long vowel sounds.	I am learning to recognize and use vowel patterns that represent the long vowel sounds.	I am learning to identify common vowel patterns, or vowels teams in words.	I am learning to work with spelling patterns that represent long vowel "a" sound.	I am learning to work with spelling patterns that represent long vowel "a" sound.			
SC	I can hear long vowel sounds in words. I can identify long vowel sounds in words. I know that long vowel sounds say their name. I know that long vowels can be represented by many different letter patterns. I can use spelling patterns to help me spell words with long vowel sounds.	I can identify two vowel pairs or vowel teams. I can predict the sound I hear in a vowel pair or team. I know that some vowels go together in words and make one sound. I can apply this knowledge to help me read and spell words with long vowels.	I know some vowels go together in words to make one sound. I know when there are two vowels, they usually make the sound of the name of the first vowel. I can use magnetic letters to make three or four words with long vowel patterns.	I can hear long vowel sounds in words. I can identify long vowel sounds in words. I know that long vowels can be represented by many different letter patterns. I can sort vowel combinations and word patterns to help me decode and spell words more efficiently. I can use spelling patterns to help me spell words with long vowel sounds.	I know there is not a one-to-one relationship between letters and sounds. I can hear long vowel sounds in words. I can identify long vowel sounds in words. I know that long vowels can be represented by many different letter patterns. I can sort words according to the spelling pattern. I can use spelling patterns to help me spell words with long vowel sounds.			
GSE	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 written method. Understand that in adding or 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.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 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 a written method. Understand that in adding or 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.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 unknowns in all positions.	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word 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.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 written method. Understand that in adding or 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. (Explanations may be supported by drawings or objects.)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word 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.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 written method. Understand that in adding or 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. (Explanations may be supported by drawings or objects.)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word 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.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 written method. Understand that in adding or 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. (Explanations may be supported by drawings or objects.)			
EM - Module	Module 4 Lesson 27 TE pages 347-359 Strategies for Composing Tens and Hundreds: Subtract from 200 and from numbers with zeros in the tens place. Must Do: 2a, 2b, 2d Could Do: 1a-1d (review), 2c Extended: 2e Enrichment: 2 (HWK) Embarc: https://youtu.be/JHqUL9kRuco Video Links: https://youtu.be/Mm5yS1l-EpY	Module 4 Lesson 28 TE pages 360-369 Strategies for Composing Tens and Hundreds: Subtract from 200 and from numbers with zeros in the tens place. Must Do: 1a, 1b, 1d, 3 Could Do: 1c Extended: 2 Enrichment: Embarc: https://youtu.be/XYLioeQHQmA Video Links: https://youtu.be/-yE6d5FzKaE	Module 4 Lesson 29 TE pages 372-381 Student Explanations of Written Methods: Use and explain the totals below method using words, math drawings, and numbers. Must Do: 2a, 2b (maybe then switch to HWK practice for more challenging problems) Could Do: 2c, 2d, 2e, 2f Extended: 1a, 1b Enrichment: HWK #2 Embarc: https://youtu.be/ngJIR1da9c8 Video Links: https://youtu.be/L0mv7cTzW6k	Module 4 Lesson 30 TE pages 382-392 Student Explanations of Written Methods: Compare totals below to new groups below as written methods. Must Do: 1 Could Do: 2 Extended: 3 Enrichment: Embarc: https://youtu.be/t2mR2yi2Ams Video Links: https://youtu.be/vbwIKO1JeM	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/ezWgtRwC6Cs			
LT	I am learning to subtract from 200 using place value disk drawings on a place value chart. I am learning to subtract from numbers that have zero tens.	I am learning to subtract from 200 using place value disk drawings on a place value chart. I am learning to subtract from numbers that have zero tens.	I am learning the totals below method. I can decompose two- and three-digit numbers, add like units, and record the totals below.	I am learning to solve problems using both the totals below and the new groups below methods.	I am learning to apply knowledge of addition and subtraction strategies to solve two-step word problems.			
SC	I can model 1 hundred as 9 tens and 10 ones. I can model the decomposition of a hundred in two steps (either as 10 tens then decomposing 1ten as 10 ones) or one step (as 9 tens and 10 ones). I can relate the models to the vertical form step by step.	I can model 1 hundred as 9 tens and 10 ones. I can model the decomposition of a hundred in two steps (either as 10 tens then decomposing 1ten as 10 ones) or one step (as 9 tens and 10 ones). I can relate the models to the vertical form step by step.	I can decompose numbers into expanded form to recognize place value and to understand that I must add like units. I can relate the totals below method to vertical form. I can choose to add from left to right or from right to left.	I can relate both methods to my math drawings and discuss the differences and similarities between the two.	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.			
GSE								
Sci. Resources								
LT								
SC								
I DO								
WE DO								

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	Monday	Tuesday	Wednesday	Thursday	Friday		
YOU DO							
WE CHECK							
GSE	SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) SS2C3 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) SS2C3 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) SS2C3 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) SS2C3 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) SS2C3 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	Mary Musgrove	Reader's Theatre	People Project-2 DAYS	People Project-2 DAYS	Jeopardy/Game Review		
LT	I can explain why Mary Musgrove is important.	I am learning what life was like for James Oglethorpe, Tomochichi, and Mary Musgrove.	I am learning about _____.	I am learning about _____.	I can show what I know about James Oglethorpe, Tomochichi, and Mary Musgrove.		
SC	I can explain the contributions and character traits of Mary Musgrove.	I can imagine their perspectives and think about how their lives were similar and different than mine.	I can explain the contributions and character traits of _____.	I can explain the contributions and character traits of _____.	I can identify the contributions and character traits of each historical figure.		
I DO	Display the linked booklet on the board. (Do not make copies...not enough time to complete the whole book). Guide students through reading each section.	Guide students through reading through the reader's theatre play. Assign parts and practice fluency, expression, and dialogue.	Explain the different projects in the linked resource above (timeline, who am I, figure foldable) Tell students they need to choose ONE historical figure that they want to learn more about and create a project for that historical figure. They then get to choose (or you can choose one for the entire class) that they will complete on their selected historical figure.	Students continue working on thier historical figure project.	Divide students into teams.		
YOU DO	Students participate and engage by coming to the board and answering questions orally, and on the board.	Students break into groups of four so that each child has a part (Mary, Tomochichi, James, and Narrator) and practice the script.	Students are given the information sheet for thier selected character and get with a partner who chose the same character to partner read.		Students work together collaboratively to answer questions about each historical figure.		
WE DO	Go through each section highlighting the importance of Mary Musgrove and her contributions.	Discuss as a class what the play is about. Determine what props you could use for each character if you were really performing this for an audience.	Students participate in creating a project based on thier historical figure.				
WE CHECK	Correct any misconceptions and have students quiz each other on Mary Musgrove.	Correct any misconceptions and have students quiz each other on any of the 3 historical figures discussed.	Teacher checks in on each individual project to ensure students understand factual details.	Students share their projects with each other.	Students are given immediate feedback and teacher corrects any misconceptions.		