

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: January 17-21, 2022		Reading, Writing, ELA, Math, Sci, SS		Grade Level: 2nd
	Monday	Tuesday	Wednesday	Thursday	Friday	
GSE	MLK Holiday- NO School	ELAGSE2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension.	ELAGSE2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. ELAGSERF4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	ELAGSE2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	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		Unit 3 Session 5	Unit 3 Session 6	Unit 3 Session 7	Book Shop	
LT		I am learning how to pace my reading so that I can understand the text.	I can recognize (notice/see) literary language (comparisons, invented words, figurative language).	I am learning how authors use comparisons.	I can pick out my just-right books.	
SC		-I notice when reading is too fast or too slow. -I can change my reading speed (pace) while I am reading (not too fast, not too slow). -I can show off my just right reading pace. -I can provide (give) my partner with a helpful tip.	-I can notice playful language. -I can use what is happening in the story to figure out the meaning of the playful language. -I can discuss the meaning.	-I notice comparisons in my text (like/as). -I can identify the two things being compared. -I can think about how the two things compared are alike. -I understand what the author meant.	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	MLK Holiday- NO School	""ELAGSE2W1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. "" ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.a. May include prewriting. ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.	""ELAGSE2W1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. "" ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.a. May include prewriting. ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.	""ELAGSE2W1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. "" ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.a. May include prewriting. ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.	""ELAGSE2W1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. "" ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.a. May include prewriting. ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.	
WW - UoS		Unit 3 Session 4	Unit 3 Session 5	Unit 3 Session 6	Interactive Writing	
LT		I can write to express my opinion and give reasons to support my opinion.	I can write to express my opinion and give reasons to support my opinion.	I can write to express my opinion and give reasons to support my opinion.	I can participate in interactive writing projects.	
SC		I can make my writing better by retelling important parts of my book.	I can keep my audience in mind when I write.	I can use a checklist to set goals and make my writing better.	I know I am successful when... -I can collaborate with peers to create an opinion text.	
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.	

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Phonics - UoS	Dr. MLK Jr. Holiday	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 2- TE pages 51-56 Play More to Learn More Troublesome Words- add in 10 more troublemaker words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 2- TE pages 51-56 Play More to Learn More Troublesome Words- add in 10 more troublemaker words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 2- TE pages 51-56 Play More to Learn More Troublesome Words- add in 10 more troublemaker words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 2- TE pages 51-56 Play More to Learn More Troublesome Words- add in 10 more troublemaker words	
LT	No School	I am learning to read and write troublemaker words.	I am learning to read and write troublemaker words.	I am learning to read and write troublemaker words.	I am learning to read and write troublemaker words.	
SC		I know I am successful when... I understand the importance of learning high-frequency words. I know strategies (games) to help me remember how to spell high- frequency words. (1. Troublemaker Bingo 2. Hollyword)	I know I am successful when... I understand the importance of learning high-frequency words. I know strategies (games) to help me remember how to spell high- frequency words. (1. Troublemaker Bingo 2. Hollyword)	I know I am successful when... I understand the importance of learning high-frequency words. I know strategies (games) to help me remember how to spell high- frequency words. (1. Troublemaker Bingo 2. Hollyword)	I know I am successful when... I understand the importance of learning high-frequency words. I know strategies (games) to help me remember how to spell high- frequency words. (1. Troublemaker Bingo 2. Hollyword)	
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. (Explanations may be supported by drawings or objects.)	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.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.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.)	

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EM - Module	Holiday - Dr. MLK Jr. No School	Module 5 Lesson 9 TE pages 114-125 Strategies for Composing Tens and Hundreds Within 1,000: Relate manipulative representations to the addition algorithm. Must Do: 1a-c, 1e-f, 2d-e, 2g Could Do: 1d, 1g, 1h, 2a-c, 2f Extended: Enrichment: Embarc: https://youtu.be/_vhuYofwY74 Video Links: https://www.youtube.com/watch?v=bl7G5V5vJyg	Module 5 Lesson 10 TE pages 126-137 Strategies for Composing Tens and Hundreds Within 1,000: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm. Must Do: 1b, 1c, 1d, 2b Could Do: 1a, 2a Extended: Enrichment: Embarc: https://youtu.be/Dk0LE2Cuk_w Video Links: https://youtu.be/TCMFMDVGc9l	Module 5 Lesson 11 TE pages 138-148 Strategies for Composing Tens and Hundreds Within 1,000: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm. Must Do: 1a, 1c, 2a, 2b Could Do: 1b, 1d, Extended: Enrichment: Embarc: https://youtu.be/W5bz_KDj8A Video Links: https://www.youtube.com/watch?v=iifVRDaAU8	Module 5 Lesson 12 TE pages 149-160 Strategies for Composing Tens and Hundreds Within 1,000: Choose and explain solution strategies and record with a written addition method. Must Do: 1, 2a, 2c Could Do: 2b Extended: Enrichment: Embarc: https://youtu.be/qFXgCN9F-LI Video Links: https://www.youtube.com/watch?v=Q-e06tewn8o	
LT		I am learning to use simplifying and place value strategies to add. I am learning to use drawings to solve addition within 1,000.	I am learning strategies for composing tens and hundreds within 1,000	I am learning strategies for composing tens and hundreds within 1,000	I am learning strategies for composing tens and hundreds within 1,000	
SC		I can use manipulatives or a drawing to record addition strategies. I can check my work using the vertical form. I can use place value language to express my composition of a ten or a hundred.	I can use math drawings to represent addition with compositions. I can record each drawing step-by-step in the vertical form. I can use place value language to express adding across two compositions.	I can use math drawings to represent addition with compositions. I can record each drawing step-by-step in the vertical form. I can use place value language to express adding across two compositions.	I can choose and explain a strategy to solve addition. I can use place value language to express adding across two compositions. I can record my solutions with a written addition method.	

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GSE	Holiday - Dr. MLK Jr. No School	Physical Science S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects. a. Ask questions to describe and classify different objects according to their physical properties. (Clarification statement: Examples of physical properties could include color, mass, length, texture, hardness, strength, absorbcency, and flexibility.) b. Construct an explanation for how structures made from small pieces (linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures. c. Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible. (Clarification statement: Changes in matter could include heating or freezing of water, baking a cake, boiling an egg.)	Physical Science S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects. a. Ask questions to describe and classify different objects according to their physical properties. (Clarification statement: Examples of physical properties could include color, mass, length, texture, hardness, strength, absorbcency, and flexibility.) b. Construct an explanation for how structures made from small pieces (linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures. c. Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible. (Clarification statement: Changes in matter could include heating or freezing of water, baking a cake, boiling an egg.)	Physical Science S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects. a. Ask questions to describe and classify different objects according to their physical properties. (Clarification statement: Examples of physical properties could include color, mass, length, texture, hardness, strength, absorbcency, and flexibility.) b. Construct an explanation for how structures made from small pieces (linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures. c. Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible. (Clarification statement: Changes in matter could include heating or freezing of water, baking a cake, boiling an egg.)	Physical Science S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects. a. Ask questions to describe and classify different objects according to their physical properties. (Clarification statement: Examples of physical properties could include color, mass, length, texture, hardness, strength, absorbcency, and flexibility.) b. Construct an explanation for how structures made from small pieces (linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures. c. Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible. (Clarification statement: Changes in matter could include heating or freezing of water, baking a cake, boiling an egg.)	
Sci. Resources		Prezi Matter Overview with embedded videos Quizizz Online Assessment	Nearpod-Solids	Nearpod- Liquids	Nearpod- Gases	
LT		I am learning about the states of matter.	I am learning about the states of matter.	I am learning about the states of matter.	I am learning about the states of matter.	
SC		I know that I am successful when I: -understand everything that takes up space is made of matter. -know that there are 3 basic states of matter (solid, liquid, gas).	I know that I am successful when I: -understand everything that takes up space is made of matter. -know that there are 3 basic states of matter (solid, liquid, gas). -understand that solids keep their shape.	I know that I am successful when I: -understand everything that takes up space is made of matter. -know that there are 3 basic states of matter (solid, liquid, gas). -understand that solids keep their shape. -understand that liquids take the shape of the container they are in.	I know that I am successful when I: -understand everything that takes up space is made of matter. -know that there are 3 basic states of matter (solid, liquid, gas). -understand that solids keep their shape. -understand that liquids take the shape of the container they are in. -understand that gases fill up the container they are in and move around.	

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I DO		Guide students through the Prezi link with embedded videos explaining that everything you can see and touch is made of matter. Anything that takes up space and has mass also is made of matter. There are 3 basic states or forms of matter: solid, liquid, and gas. Each of the states has different properties. Discuss.	Guide students through the nearpod	Guide students through the nearpod	Guide students through the nearpod	
WE DO		After going through the Prezi, pass out chrome books and enter into the Quizizz online assessment. Start a live quiz that is teacher paced. Students will enter into the quiz very similar to Kahoot.	Students participate by engaging in discussion and collaborative activities.	Students participate by engaging in discussion and collaborative activities.	Students participate by engaging in discussion and collaborative activities.	
YOU DO		Students compete individually (or possibly work in groups if you allow) to answer 13 questions about the states of matter they just learned about.	Students turn and talk about what they've learned.	Students turn and talk about what they've learned.	Students turn and talk about what they've learned.	
WE CHECK		As each question is complete, review correct answers and discuss why the incorrect answers are wrong.	Teacher checks understanding through discussion and observation.	Teacher checks understanding through discussion and observation.	Teacher checks understanding through discussion and observation.	
GSE						
Soc. Stud. Resources						
LT						
SC						
I DO						
YOU DO						
WE DO						
WE CHECK						