Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: January 24-28, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd
	Monday	Tuesday	Wednesday	Thursday	Friday
GSE	ELAGSE2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	ELAGSE2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	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	Unit 3 Session 8	Unit 3 Session 9	Unit 3 Session 10	Unit 3 Session 11	End of Bend 2 Assessment/Book Shop
LT	I am learning to notice when authors play around with words.	I am learning to read as a writer by focusing on special language.	I am learning to check my understanding by asking questions with the same book partner.	I am learning to keep track of the story.	I can pick out my just-right books.
SC	I know I am successful when... -I can notice when the author is using language in creative ways. -I can use what's happening in the story to think about what would make sense. -I can analyze figurative (creative) language with a partner. -I can use literary language to help me know the tone of voice in which to read a book.	I know I am successful when... -I can notice special language in a story (comparisons, alliteration, time-passing words, repetition). -I can think about what the author MEANS by the literary language. -I can understand WHY the authors used literary language. -I can share examples of literary language I have found in my book with my partner.	I know when I am successful when... -I can use my partner as a tool for holding onto the story. -I can share what I notice with my same-book partner. -I can ask my partner questions when I get to a confusing part. -My partner and I can reread to remember the important parts of the story.	I know I am successful when... -I can pause at the end of a chapter and think about the main idea. -I can use Post-it notes to remind me what the chapter is about. -I can use Post-its effectively, not too many, not too little.	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	"""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.	"""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 7	Unit 3 Session 8	Unit 3 Session 9	Unit 3 Session 10	Interactive Writing
LT	I can write to express more than one opinion at a time.	I can write MORE to express my opinion.	I can make my opinions stronger.	I can revise and edit my writing.	I can participate in interactive writing projects.
SC	-I can plan out other opinions I have about my book. -I can make my writing longer, stronger, and more convincing by adding more evidence.	- I can slow down and reread parts of my book to gather new ideas. - I can read closely to gather new ideas to help me write more.	- I can gather more evidence to support EACH of my opinions. - I can use transition and linking words to make my writing fluent.	-I can pay close attention to capitalization. -I make sure to capitalize the beginnings of sentences, names, and loud or important words.	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.	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	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 3- TE pages 57-64 Setting Small, Realistic Goals to Achieve- learning a routine to study troublemaker words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 3- TE pages 57-64 Setting Small, Realistic Goals to Achieve- learning a routine to study troublemaker words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 3- TE pages 57-64 Setting Small, Realistic Goals to Achieve- learning a routine to study troublemaker words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 3- TE pages 57-64 Setting Small, Realistic Goals to Achieve- learning a routine to study troublemaker words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 3- TE pages 57-64 Setting Small, Realistic Goals to Achieve- learning a routine to study troublemaker words
LT	I am learning to set small goals to help me to grow as a reader and writer.	I am learning to set small goals to help me to grow as a reader and writer.	I am learning to set small goals to help me to grow as a reader and writer.	I am learning to set small goals to help me to grow as a reader and writer.	I am learning to set small goals to help me to grow as a reader and writer.
SC	I know I am successful when… I understand the importance of setting goals. I can set my own word goal.	I know I am successful when… I understand the importance of setting goals. I can set my own word goal.	I know I am successful when… I understand the importance of setting goals. I can set my own word goal.	I know I am successful when… I understand the importance of setting goals. I can set my own word goal.	I know I am successful when… I understand the importance of setting goals. I can set my own word goal.
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.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. 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.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. 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	Module 5 TE pages 161-171 Mid-Module 5 Review: Topics A–B (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day) Must Do: Could Do: Topic Quiz A - Strategies for Adding and Subtracting Within 1,000. https://docs.google.com/document/d/1Hz8VIFw9wQVC_jr3r8yIhcEfxQY_r54Xl4uUj0oXFGw/edit& Topic Quiz B - Strategies for Composing Tens and Hundreds Within 1,000. https://docs.google.com/document/d/1uJoccOL-Vc2IaEvz1izvszYaB1PzmrLUTk1uI_VHM28/edit Extended: Enrichment: Embarc: Mid-Module 5 Reviewer: https://docs.google.com/presentation/d/1SrPN_2z74oMIA_k_QUtp9Z6Om_POCd1sMxKBhWIE_E8/edit#slide=id.p1	Module 5 TE pages 161-171 Mid-Module 5 Assessment: Topics A–B (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day) Must Do: ALL Could Do: Modified Assessment Extended: Enrichment: Embarc: Video Links:	Module 5 Lesson 13 TE pages 174-185 Strategies for Decomposing Within 1,000: Relate manipulative representations to the subtraction algorithm and use addition to explain why the subtraction method works. Must Do: 1b, 2b, 2e, 2g, 2h, 2j Could Do: 1a, 2c, 2d, 2f, 2i Extended: Enrichment: App. Prob. - Solve using two different strategies. Prob. Set #2j. Write a word problem that matches the number problem. Embarc: https://www.youtube.com/watch?v=JLL6Ms9IXJA Video Links: https://www.youtube.com/watch?v=8C50meFR7UU	Module 5 Lesson 14 TE pages 186-200 Strategies for Decomposing Within 1,000: Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works. Must Do: 1a, 1c, 1d, 1e Could Do: 1b Extended: 2 Enrichment: #2. Write a word problem that matches the number problem. Embarc: https://www.youtube.com/watch?v=6XuBczEZORw Video Links: https://www.youtube.com/watch?v=u4B40DqfcPk	Module 5 Lesson 15 TE pages 202-212 Strategies for Decomposing Within 1,000: Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works. Must Do: 1b, 1c, 1d Could Do: 1a, 1e Extended: 2a-b Enrichment: Embarc: https://www.youtube.com/watch?v=NnanXV20MmU Video Links: https://www.youtube.com/watch?v=5BsHTB5s6ns	
LT	I can review and practice addition and subtraction strategies using models or drawings and relate the strategy to vertical form.	I can demonstrate my understanding of addition and subtraction strategies using models or drawings and relate the strategy to vertical form.	I am learning to model decompositions (subtraction) with place value charts and disks.	I am learning to use math drawings to represent subtraction with up to two decompositions.	I am learning to use math drawings to represent subtraction with up to two decompositions.	
SC	I can add and subtract within 1,000 using a variety of strategies. I can compose and decompose ones, tens, and hundreds when necessary. I can mentally add and subtract 10 or 100 to a given number. I can use addition or subtraction to explain why my method works and to support my drawing.	I can add and subtract within 1,000 using a variety of strategies. I can compose and decompose ones, tens, and hundreds when necessary. I can mentally add and subtract 10 or 100 to a given number. I can use addition or subtraction to explain why my method works and to support my drawing.	I can exchange a larger unit for ten of the smaller units. I can record the changes I make using vertical form. I can use addition to help me explain why my subtraction method works.	I can exchange a larger unit for ten of the smaller units. I can record the changes I make using vertical form. I can use addition to help me explain why my subtraction method works.	I can exchange a larger unit for ten of the smaller units. I can record the changes I make using vertical form. I can use addition to help me explain why my subtraction method works.	

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	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	
GSE	"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, absorbency, 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, absorbency, 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, absorbency, 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, absorbency, 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, absorbency, 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.)"	Science plans for Matter (weeks 3, 4, and 5) will be rotational. Teachers will rotate a science STEM kit around. Each teacher will have the kit for 3 days. There are 4 lessons so the first 2 lessons need to be done in 1 day. When teachers do not have the STEM kit, they will be completing the Matter student booklet, and Matter Unit linked here. Please feel free to use other matter resources as well that are linked below. Matter Task Cards Solid, Liquid, Gas Sort- Smartboard file States of Matter Cut and Paste States of Matter Brochure
Sci. Resources	These lessons are for a Matter STEM kit. They will be rotated through each of the 2nd grade teachers. 3 days each. On the other two days, use the matter task cards, and Smartboard file sort above.	These lessons are for a Matter STEM kit. They will be rotated through each of the 2nd grade teachers. 3 days each. On the other two days, use the matter task cards, and Smartboard file sort above.	These lessons are for a Matter STEM kit. They will be rotated through each of the 2nd grade teachers. 3 days each. On the other two days, use the matter task cards, and Smartboard file sort above.	Stem Task Cards- linked above	Smartboard Sort- linked above	ONE WEEK
LT	I am learning to describe and classify different materials.	I am learning to make different objects with the same set of pieces.	I am learning that some matter can change states.	I am learning to work collaboratively to investigate states of matter.	I am learning about states of matter.	
SC	I know there are different ways to sort materials such as color, texture, flexibility, hardness, etc.	I can arrange, disassemble, and rearrange blocks to make different structures.	I understand that heating and cooling can change matter temporarily or permanently.	I can think about and share ideas about liquids, solids, and gases.	I can sort solids, liquids, and gases.	
Sci. Resources	Matter Student Booklet- linked above- Pages 1-3	Matter Student Booklet- linked above Pages 4-6	Matter Student Booklet- linked above Page 7 (cut and paste)	Matter Student Booklet- linked above Pages 8 and 9. Study Jams- Water Cycle	Matter Student Booklet- linked above 10 and 11. Complete any missing parts and color. Test yourself!- Start a live quiz (use with Chromebooks like Kahoot)	ONE WEEK
LT	I am learning about matter.	I am learning about matter.	I am learning about the three states of matter.	I am learning that matter can change states.	I am learning that matter can change states.	
SC	I know there are 3 states of matter: solid, liquid, and gas.	I am learning the characteristics of solids, liquids, and gases.	I can sort solids, liquids, and gases.	I am learning that condensation and evaporation is water in different states.	I am learning that the water cycle involves changing states of water.	
Sci. Resources	Matter Unit- linked above Lesson 1- Matter Scavenger Hunt	Matter Unit- linked aboved Lesson 4- Absorbency	Matter Unit- linked aboved Lesson 6- Flexibility	Matter Unit- linked aboved Lesson 8- Modified (Watch the Bill-Nye video and do the Study Jams activity	Matter Unit- linked aboved Lessons 9 and 10 You need linking cubes, legos, pattern blocks, or other building materials.	ONE WEEK
LT	I can explore and look for different states of matter.	I am learning to investigate the property of absorbency.	I am learning to investigate the property of flexibility.	I can investigate different states of matter.	I am learning to make different objects with the same set of pieces.	

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SC	I can think about and share ideas about solids, liquids, and gases.	I can experiment with different objects (cloth, paper towel, and sponge) to see which one is most absorbent.	I can experiment with different objects (twizzler, yarn, and marker) to see which one is most flexible.	I am learning the characteristics of solids, liquids, and gases.	I can arrange, disassemble, and rearrange blocks to make different structures.