Teacher: C. Henso J. Brewer, C. Wate	n, E. Johns, M. Cox, S. Knistle, rs	Week of: Jan. 31-Feb. 04. 2022	Reading, Writing		α. ELA. Math. Sci. SS	Grade Level: 2nd	
	Monday	Tuesday	Wedn	esdav	Thursday	Friday	
GSE	ELAGSE2RL5: Describe the overall structure of 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.	ELAGSEZRL5: 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. ELAGSEZRL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	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 alliustrations and words in a print or digital text to b demonstrate understanding of its characters, setting, or plot.		ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for concritic any additional information and the sentences and the sentences and a se	ELAGSE2R110: 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 12	Unit 3 Session 13	Unit 3 Session 1	4	Unit 3 Session 15	Book Shop/Week Review	
ц	I am learning to stay on track when books get tricky.	I am learning to use writing to help me tackle the confusing parts when I am reading.	I am learning to s reading in order	self-assess my to set goals.	I am learning to collaborate in reading clubs.	I can pick out my just-right books.	
SC	I know I am successful when I -I can stop, reread, and answer questions about the part of the story I just read.	I know I am successful when -I can use my toolkit (pencil and paper or Post-Its). -I can sketch and label pictures to keep track of characters and events. -I can jot down the important things that happen.	I know I am successful when -I can determine where my weaknesses are in reading. (fluency, literary language, and keeping track of details). -I can set goals. -I can work with others to reach those goals.		I know I am successful when -I can work with others to create a plan for my reading club. -I can work with others to reach common reading goals.	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: Wri which they introduce they are writing abou supply reasons that s use linking words (e. also) to connect opin provide a concluding "ELAGSE2W5: Writ support from adults a topic and strengthen revising and editing, a prewriting. ELAGSE2 and support from adu tools to produce and including digital tools collaboration with pe	te opinion pieces in the topic or book t, state an opinion, support the opinion, g, because, and, ion and reasons, and statement or section. h guidance and nud peers, focus on a writing as needed by M&y include 2W6: Wth guidance guidance and its, use a variety of publish writing, and ers.	"""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: Writh guidance and support from adults and peers, focus on a topic and strengthen writing as needed by rewrising 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 Lesson 11	Unit 3 Lesson 12	Unit 3 Lesson 13	5	Unit 3 Lesson 14	Interactive Writing	
LT	I am learning to add little extras to my letter to draw in and entertain my readers.	I am learning to become a writer of nominations.	I am learning to use specific evidence from my book to support my opinion.		I am learning to make comparisons in my nomination to support my opinion.	I can participate in interactive writing projects.	
SC	I know I am successful when I can study a book that I have written about and ask myself "What did this author do to make this story more interesting and fun? I can try it out in my own letter.	I know I am successful when -I can choose a book that I have strong opinions about. -I can think "What do judges need to know about this nominee (book) to understand why it deserves an award?" -I can support my opinion with reasons and details.	I know I am succe: -I can find a part in needs more evider -I can reread my b the story that will p -I can use quotatio those exact words	ssful when my letter that nce. ook to find a part in rove my opinion. n marks to add from the book.	I know I am successful when -I can compare the characters in my book. -I can compare other books from the same series as my nominee (book). -I can compare kinds of books to explain why I think one is better. -I know that a comparison between characters, series, or books are another kind of evidence that can support my opinion.	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: H grade-level phon analysis skills in ELAGSE2RF4: c confirm or self-co recognition and u rereading as nec	Know and apply ics and word decoding words. 2. Use context to prrect word understanding, ressary.	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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	Monday	Tuesday	Wednesday	Thursday	Friday	
Phonics - UoS	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 4- TE pages 65-71 Using a Growth Mindset to Learn Even More Troublemaker Words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 4- TE pages 65-71 Using a Growth Mindset to Learn Even More Troublemaker Words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and fo Session 4- TE pages 65-71 Using a Growth Mindset to I Even More Troublemaker W	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 4- TE pages 65-71 Using a Growth Mindset to Learn Even More Troublemaker Words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 5- TE pages 72-74 Troublemaker Word Celebration	
LT	I am learning to have a growth mindset.	I am learning to have a growth mindset.	I am learning to have a grov mindset.	/th I am learning to have a growth mindset.	I am learning to use my strategies to practice reading and writing my troublemaker words.	
SC	I know I am successful when I understand what a growth mindset means (I'm not stuck!) I know that when I continue to practice, I will continue to grow.	I know I am successful when I understand what a growth mindset means (I'm not stuck!) I know that when I continue to practice, I will continue to grow.	I know I am successful when I understand what a growth mindset means (I'm not stuu I know that when I continue practice, I will continue to gr	I know I am successful when I understand what a growth mindset means (I'm not stuck!) I know that when I continue to practice, I will continue to grow.	I know I am successful when I can continue to practice reading and writing additional troublemaker words. I can teach others how to read and write three troublemaker words.	
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 w 1000, using concrete model drawings and strategies bas place value, properties of operations, and/or the relationship between additio subtraction; relate the strate a written method. Understar that in adding or subtracting three-digit numbers, one ad subtracts hundreds and hundreds, tens and tens, on and ones; and sometimes it necessary to compose or decompose tens or hundred NBT.9 Explain why addition subtraction strategies work, place value and the properti operations. (Explanations m supported by drawings or objects.)	<ul> <li>a. NBT.7 Add and subtract within</li> <li>a. NBT.7 Add and subtract within</li> <li>b. 1000, using concrete models or</li> <li>b. a. a.</li></ul>	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.)	

J. Brewer, C. Waters	Week of: Jan. 31-Feb.	eb. 04, 2022	Reading, Writing, E	ELA, Math, Sci, SS	Grade Level: 2nd	
Monday	/ Tuesday	ay Wedne	esday	Thursday	Friday	
Module 5 Lesson 16         TE pages 213-225         Strategies for Decom         Within 1,000: Subtrad         multiples of 100 and         numbers with zero in         place.         Must D0: 1b,1c, 1e         Could D0: 1a, 1d         Extended: 2         Enrichment: App. Prodoes using a drawing         understand the problembarc: https://youts         be/5jEt9ZpMh5g         Video Links: https://y         be/b4hdPJMGye0v=         §	Module 5 Lesson 17 TE pages 226-237 Strategies for Decompr Within 1,000: Subtract i multiples of 100 and fro numbers with zero in th place. Must Do: 1b,1c, 1e, 2 ( Could Do: 1a,1d Extended: 2 Enrichment: #2. Solve a standard algorithm as Embarc: https://youtu. be//arB474_W-I Video Links: https://you be/cKPHryUQML0	7     Module 5 Lessor TE pages 238-2       mposing act from d from in the tens     Strategies for Der within 1,000: App alternate methodi from multiples of numbers with zer place.       2 (EOM)     Must Do: 1b, 2b, Could Do: 1a, 2a, Extended: 4 (Moc Enrichment: App. does using a drav understand the pi Prob. Set - Expla how to regroup ad       /youtu.     Prob. Set - Expla how to regroup ad       /youtube.com/wat youtube.com/wat y=XHWzRESv7x;	n 18 Mo 249 TE composing Str. bly and explain Witt s for subtracting sol 100 and from witt o in the tens sut 3b, 5b Co , 5a Ext del Explanation) Enr Prob. How Em wing help you roblem? Vid in, in words, you cross zeros. v=r outu. M s://www. ch? S	odule 5 Lesson 19 E pages 250-259 rrategies for Decomposing lithin 1,000: Choose and explain Jultion strategies and record ith a written addition or ibtraction method. ust Do: 1a-b, 2b, 2d ould Do: 2a, 2c ktended: nrichment: mbarc: https://youtu. /0OVFN2wijGE deo Links: https://www. putube.com/watch? emYpIQRljhPg	Module 5 Lesson 20 TE pages 260-269 Strategies for Decomposing Within 1,000: Choose and explain solution strategies and record with a written addition or subtraction method. Must Do: 2, 4, 5 Could Do: 1, 3 Extended: Enrichment: Embarc: https://youtu. be/og0/Q1MZDdw Video Links: https://www. youtube.com/watch? y=pdwunSsyQFo	
LT I am learning to subtr multiples of 100 and numbers with zero in place.	ract from I am learning to subtrac from multiples of 100 and fro the tens numbers with zero in th place.	btract from I am learning to s d from multiples of 100 a numbers with zer place.	subtract from I ar and from stra ro in the tens a w ser	am learning to choose a solution rategy and record my steps with written addition or subtraction entence.	I am learning to choose a solution stategy and record my steps with a written addition or subtraction sentence.	
I can subtract from m 100. I can exchange a lar ten of a smaller unit. I can use math drawi subtraction and reco in vertical form.	ultiples of ger unit for .       I can subtract from mul 100.         ger unit for .       I can exchange a large ten of a smaller unit.         ings to model rd my steps       I can use math drawing subtraction and record in vertical form.	multiples of I can be a flexible I can work with 3- by applying multij solve. wings to model I can use a simpli ord my steps exchange a large smaller unit. I can make a rela sentence to help I can make an eq sentence which n renaming. I can explain why strateny works	e problem solver. I ca digit numbers ple strategies to ifying strategy to I ca er unit for ten of a rec add ated number me subtract. uivalent number equires no v my subtraction	can be a flexible problem solver. can work with 3-digit numbers / applying multiple strategies to olve. can choose a strategy and cord my steps in a written Idition or subtraction method. can check my work using an ternative strategy and explain hy my strategy works.	I can be a flexible problem solver. I can work with 3-digit numbers by applying multiple strategies to solve. I can choose a strategy and record my steps in a written addition or subtraction method. I can share an alternative strategy and explain why my strategy works.	

Teacher: C. Henso	n, E. Johns, M. Cox, S. Knistle,	Week of Ian 31 Eeb 04 2022		Pooding Writin	a ELA Math Sci SS	Grade Lovel: 2nd		
J. Diewei, C. Wate	Monday	Tuosday	Wedg	neday	Thursday	Friday		
	Monday	Iuesday	"Dhysiaal Caisnes	esuay	Inursday	Friday		
	S2P1. Obtain, evaluate, and communicate information about the properties of matter and	S2P1. Obtain, evaluate, and communicate information about the properties of matter and	S2P1. Obtain, evalua information about the and	ate, and communicate properties of matter	S2P1. Obtain, evaluate, and communicate information about the properties of matter and	S2P1. Obtain, evaluate, and communicate information about the properties of matter and	3, 4, and 5) will b Teachers will rota	e rotational. ate a science
	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	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	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, pr mass, length, texture, hardness, strength, absorbency, tand flexibility.) b. Construct an explanation for how g structures made from small pieces (linking cubes, building blocks) can be disassembled and then trearranged 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		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	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	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	
	Inteversible. (Clarification statement: Changes in matter could include heating or freezing of water,	(Clarification statement: Changes in matter could include heating or freezing of water,	(Clarification stateme matter could include water,	ent: Changes in heating or freezing of	(Clarification statement: Changes in matter could include heating or freezing of water,	Irreversible. (Clarification statement: Changes in matter could include heating or freezing of water,	States of Matter	Cut and Paste
GSE	baking a cake, boiling an egg.)"	baking a cake, boiling an egg.)"	baking a cake, boilin	g an egg.)"	baking a cake, boiling an egg.)"	baking a cake, boiling an egg.)"	States of Matter	<u>Brochure</u>
Sci. Resources	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 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 kit. They through each of teachers. 3 days other two days, t task cards, and s sort above.	will be rotated the 2nd grade s each. On the use the matter Smartboard file	Stelli Task Calus- Illikeu 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 can change state	it some matter es.	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 cooling can char temporarily or pe	t heating and age matter ermanently.	I can think about and share ideas about liquids, solids, and gases.	I can sort solids, liquids, and gases.		
Sci. Resources	Matter Unit- linked above Lesson 1- Matter Scavenger Hunt	Matter Unit- linked aboved Lesson 4- Absorbency	Matter Unit- linke Lesson 6- Flexib	ed aboved ility	Matter Unit- linked aboved Lesson 8- Modified (Complete the <u>Study Jams</u> <u>activity</u>	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 i property of flexib	nvestigate the ility.	I can investigate different states of matter.	I am learning to make different objects with the same set of pieces.		
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 objects (twizzler, marker) to see w flexible.	with different yarn, and hich one is most	I am learning the characteristics of solids, liquids, and gases.	I can arrange, disassemble, and rearrange blocks to make different structures.		
Sci. Resources	Matter Student Booklet- linked above- Pages 1-3	Matter Student Booklet- linked above Pages 4-6	Matter Student E above Page 7 (c	Booklet- linked ut and paste)	Matter Student Booklet- linked above Pages 8 and 9. <u>Study Jams- Water Cycle</u>	Matter Student Booklet- linked above 10 and 11. Complete any missing parts and color. <u>Test</u> yourself!- Start a live quiz (use with Chromebooks like Kahoot)	ONE WEEK	
ц	I am learning about matter.	I am learning about matter.	I am learning about the states of matter.	out the three	I am learning that matter can change states.	I am learning that matter can change states.		

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	Monday	Tuesday	Wedn	esday	Thursday	Friday
	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, gases.	liquids, and	I am learning that condensation and evaporation is water in	I am learning that the water cycle involves changing states of
SC					different states.	water.