

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: January 10-14, 2022		Reading, Writing, ELA, Math, Sci, SS		Grade Level: 2nd
	Monday	Tuesday	Wednesday	Thursday	Friday	
GSE	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension. ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension.	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension. ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension. ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	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 1	Unit 3 Session 2	Unit 3 Session 3	Unit 3 Session 4	Book Shop	
LT	I am learning how to be a more fluent reader.	I am learning to scoop up words into phrases when I read.	I am learning to notice dialogue tags when reading.	I am learning to match my voice to the meaning of the text.	I can pick out my just-right books.	
SC	I can envision (imagine in my head) what is happening in the story. I can match my voice to what is happening as I read aloud.	I can notice the ending punctuation. I can check that my reading sounds right. I can try to picture what's happening. I can practice rereading out loud to a partner.	I can identify quotation marks (""). I can identify who is talking in the story. I can hear what it sounds like when the characters talk. I can talk like the character by noticing punctuation (. , ! ?).	I can pay attention to what is happening in the story. I can change my voice to match the mood. I can practice making my voice change with my partner.	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.	"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- Writing about Reading Pre-Assessment **Read Mercy Watson to the Rescue if you haven't already!	Unit 3- Writing about Reading Session 1	Unit 3- Writing about Reading Session 2	Unit 3- Writing about Reading Session 3	Interactive Writing	

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LT	I can write my opinion about a book so that I can show what I already know about the new unit topic.	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 will know I am successful when... -I can think of my favorite book and what I like about it. -I can think of my least favorite book and what I do not like about it. -I can edit my writing.	I will know I am successful when... -I can write about a character and book. -I can share my opinion by writing what I think or feel about the character or book. -I can give examples to support my opinion.	I will know I am successful when... -I can talk through my big ideas about my character/book. -I can rehearse what I'm going to write in my head. -I can add smaller details as I write.	I will know I am successful when... -I can use pictures to help me develop new opinions.	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.	
Phonics - UoS	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session I - TE pages 42-50 Playing Games to Learn Tricky Troublemaker Words, Once and For All- List of about 20 words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session I - TE pages 42-50 Playing Games to Learn Tricky Troublemaker Words, Once and For All- List of about 20 words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session I - TE pages 42-50 Playing Games to Learn Tricky Troublemaker Words, Once and For All- List of about 20 words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session I - TE pages 42-50 Playing Games to Learn Tricky Troublemaker Words, Once and For All- List of about 20 words	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session I - TE pages 42-50 Playing Games to Learn Tricky Troublemaker Words, Once and For All- List of about 20 words	
LT	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.	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. Mind Reader Game 2. Secret Word Game)	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. Mind Reader Game 2. Secret Word Game)	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. Mind Reader Game 2. Secret Word Game)	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. Mind Reader Game 2. Secret Word Game)	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. Mind Reader Game 2. Secret Word Game)	

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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.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.)	
EM - Module	Module 5 Lesson 4 TE pages 53-64 Strategies for Adding and Subtracting Within 1,000: Subtract multiples of 100 and some tens within 1,000. Must Do: 1a, 1b, 1d, 2d Could Do: 1c, 2a-c Enrichment: Embarc: https://youtu.be/Dpv7iU_Vk-s Video Links: https://youtu.be/gbXOZZyZITw	Module 5 Lesson 5 TE pages 65-75 Strategies for Adding and Subtracting Within 1,000: Use the associative property to make a hundred in one addend. Must Do: 1c-d (ET5/HWK), 2b-c, 2e Could Do: 1a-b, 2d, 2g Extended: 1e-f Enrichment: Incorporate alternative add/sub sentences that would have the same total Embarc: https://youtu.be/Yi4IZklvFYY Video Links: https://youtu.be/XwyET12N3VM	Module 5 Lesson 6 TE pages 76-86 Strategies for Adding and Subtracting Within 1,000: Use the associative property to subtract from three-digit numbers and verify solutions with addition. Must Do: 1b-c, 1e, 2b-c Could Do: 1d Extended: 2d Enrichment: Embarc: https://youtu.be/Q3C2CJ8zn4M Video Links: https://www.youtube.com/watch?v=jzVDImQA0LI	Module 5 Lesson 7 TE pages 87-97 Strategies for Adding and Subtracting Within 1,000: Share and critique solution strategies for varied addition and subtraction problems within 1,000. Must Do: 1, 2, 4 Could Do: 3 Extended: Enrichment: Embarc: https://youtu.be/SQPZZ_Qb1IQ Video Links: https://youtu.be/jYD3y_u3qSE	Module 5 Topic B - Lesson 8 TE pages 100-113 Strategies for Composing Tens and Hundreds Within 1,000: Relate manipulative representations to the addition algorithm. Must Do: 1b, 1d, 1f, 2d-e, 2i-j Could Do: 1a, 1c, 1e, 1g-h, 2a-c, 2f-h Extended: Enrichment: Embarc: https://youtu.be/yy4_zRD8Hi8 Video Links: https://youtu.be/An4ZnkhkXk4	
LT	I am learning to relate 100 more, 100 less, 10 more, and 10 less to addition and subtraction.	I am learning to add using the associative property to make a 100.	I am learning to subtract using the associative property to make a 100.	I am learning to solve addition and subtraction problems within 1000 with a variety of strategies.	I am learning to use simplifying and place value strategies to help me add. I am learning to relate drawings to record addition strategies.	

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SC	I can subtract multiples of 100 and some tens within 1,000. I can form the next hundred by decomposing addends. I can use a simplifying strategy (arrow way) to record mental math. I can make a connection between arrow notation and place value disks.	I can add multiples of 10 by making a hundred. I can use a simplifying strategy (number bond) to record mental math. I can make a connection between the number bond strategy and arrow notation.	I can add the same amount to both numbers to make a multiple of 10. I can use a simplifying strategy (compensation) to record mental math. I can use a tape diagram to model compensation. I can check my solutions with addition.	I can add and subtract within 1,000. I can explain my thinking about why I used the strategy I chose. I can check my solutions using another simplifying strategy.	I can relate a drawing to solving addition. I understand the importance of using the vertical form. 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.	
GSE						
Sci. Resources						
LT						
SC						
I DO						
WE DO						
YOU DO						
WE CHECK						
GSE	SS2H1 Describe the lives and contributions of historical figures in Georgia history. d. Martin Luther King, Jr. (civil rights) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.	"SS2H1 Describe the lives and contributions of historical figures in Georgia history. d. Martin Luther King, Jr. (civil rights) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live. "	"SS2H1 Describe the lives and contributions of historical figures in Georgia history. d. Martin Luther King, Jr. (civil rights) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live. "	"SS2H1 Describe the lives and contributions of historical figures in Georgia history. d. Martin Luther King, Jr. (civil rights) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live. "	"SS2H1 Describe the lives and contributions of historical figures in Georgia history. d. Martin Luther King, Jr. (civil rights) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live. "	
Soc. Stud. Resources	Scholastic Easy Reader- Martin Luther King, Jr. (Biography kit)	Mlk Nearpod	Virtual Martin Luther King Slides	My Friend, Martin Video - 2 days	My Friend, Martin Video - 2 days Kahoot	

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SC	I will know I am successful when I can explain what he worked for and why he's important.	I will know I am successful when I can explain what he worked for and why he's important.	I will know I am successful when I can explain what he worked for and why he's important.	I will know I am successful when I can explain what he worked for and why he's important.	I will know I am successful when I can explain what he worked for and why he's important.	
I DO	Read aloud the Scholastic Easy Reader- Martin Luther King, Jr. A Man With a Dream	Guide students through the Nearpod.	Display the Google slides linked above on panel and annotate over them using the promethean panel. Guide students through slides.	Watch the first half of the movie My friend, Martin.	Watch the last part of the movie My friend, Martin.	
YOU DO	Ask students questions as you read through the book to engage students and check comprehension.	Students answer thought-provoking questions and turn and talk with their partners about Dr. King.	Students interact, discuss, and participate, to complete slides.	Students watch the first half of the movie.	Discuss the important events and retell the movie in sequential order (beginning, middle, and end)	
WE DO	Complete the interactive online word search	Use open, honest discussion to further students' understanding of Dr. King and his work.	Students turn and talk, and volunteer to complete virtual slides. **Option- Assign slides on Google classroom and have students work together on chrome books to complete. Students groups could be assigned a particular slide as well.	We summarize what has happened so far.	Ask students the remaining questions from the quiz.	
WE CHECK	Discuss the terms in the word search and how they relate to Dr. King.	Poll students to see if they think we have reached 'the dream' and why or why not.	If students are assigned the slides on Google Classroom, go over it as a class. If not, ask students to pick one 'take away' from today's lesson and share it with a friend. Choose 3 volunteers to share with the class.	Ask and answer the questions from this quiz that pertain to the movie so far.	Kahoot to check comprehension/understanding.	