

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: February 14-18, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd
	Monday	Tuesday	Wednesday	Thursday	Friday
GSE	ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Teacher Work Day
RW -UoS	Unit 4 Session 3	Unit 4 Session 4	Unit 4 Session 5	Unit 4 Session 6	
LT	I am learning to become an expert about a character in a series book.	I am learning to become an expert about a character in a series book.	I am learning to become an expert about a character in a series book.	I am learning to have deep ideas about my character.	
SC	I know I am successful when.. -I can read a bunch of books across a series. -I know that main characters act the same across series books. -I can notice things about the character that are the same across books.	I know I am successful when.. -I can think about things that I have learned about the character in my series book. -I can ask myself "Why did he..." or "Why did she..." -I can use what I know to think of the answers to the questions I asked.	I know I am successful when.. -I can think about all the things I know about my series character. -I can think about how the character reacts to problems in the story. -I can use what I know to predict what the character will do next.	I know I am successful when.. -I can think about all the people in my series character's life. -I can think how my character acts around other characters. -I can compare that person's relationship with my series character to another.	
GSE	ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	""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.	ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). g. Creates documents with legible handwriting	"ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). g. Creates documents with legible handwriting"	
WW - UoS	Work on Completing Valentines Cards	Post On-Demand Writing Assessment	Focus on Grammar Before Poetry Unit Starts- Nouns IXL- Grammar and Mechanics (Tt)	Focus on Grammar Before Poetry Unit Starts- Adjectives IXL- Grammar and Mechanics (Zz)	
LT	I can write a friendly greeting.	I can write to express my opinion on a topic.	I can identify and use nouns correctly.	I can identify and use adjectives correctly.	

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SC	-I can capitalize names. -I can write complete sentences. -I can punctuate properly.	-I can name my opinion. -I can give reasons and evidence to support my opinion. -I can write an ending.	-I know that a noun is a person, place, thing, or idea. -I know there are different types of nouns (common/proper, singular/plural, irregular plural, collective).	-I know that an adjective is a describing word. -I know that an adjective describes a NOUN. -I know that an adjective usually comes before the word it is describing in a sentence.		
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.		
Phonics - UoS	Unit 3 Session 1	Unit 3 Session 2	Unit 3 Session 3	Unit 3 Session 4		
LT	I can use the easiest and fastest way to build big words.	I am learning to build a word, syllable by syllable.	I am learning that vowels can be the trickiest part of bigger and longer words.	I am learning to use rhyming words to help me spell a tough word.		
SC	I know that I am successful when... -I can say the word slowly and listen for parts I know. -I can hear a little word that I know at the start of the word. -I can use that big part of a word I hear when spelling. -I can add small parts that I hear to the word. -I can build bigger words.	I know I am successful when... -I can hear and count the syllables in a word. -I can record the word one syllable at a time. -I can make sure that I use all the syllables that I hear.	I know I am successful when... -I can listen carefully for syllables in each word. -I know that every syllable has at least one vowel and sometimes includes vowel teams. -I can pay extra special attention to vowels when spelling words. -I can check to see if the word I spelled looks right.	I know that I am successful when... -I can listen for a familiar part inside of a tough word. -I can think of another word that sounds the same. -I know that when words sound the same, they will usually be spelled the same way.		
GSE	2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. 2. NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.	2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. 2. NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.	2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. 2. NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.	2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. 2. NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.		

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EM - Module	<p>Module 6 Foundations of Multiplication and Division Arrays and Equal Groups TE pages 64-74</p> <p>Lesson 5: Compose arrays from rows and columns and count to find the total using objects.</p> <p>Must Do: 2, 3, 4, 6</p> <p>Could Do: 1, 5</p> <p>Extended: 7 (EOM)</p> <p>Enrichment:</p> <p>Embarc: https://youtu.be/IEwe1JnC9Zo</p> <p>Video Link: https://www.youtube.com/watch?v=BrG7itu9Syo</p>	<p>Module 6 Foundations of Multiplication and Division Arrays and Equal Groups TE pages 75-85</p> <p>Lesson 6: Decompose arrays into rows and columns and relate to repeated addition.</p> <p>Must Do: 1c-d, 2a-e</p> <p>Could Do: 1a-b</p> <p>Extended: 3a-e</p> <p>Enrichment:</p> <p>Embarc: https://youtu.be/wqFri3DhkQ4</p> <p>Video Link: https://www.youtube.com/watch?v=FfD9G4y36yl</p>	<p>Module 6 Foundations of Multiplication and Division Arrays and Equal Groups TE pages 86-98</p> <p>Lesson 7: Represent arrays and distinguish rows and columns using math drawings.</p> <p>*May Omit Lesson 8 if needed - Create arrays using square tiles with gaps.</p> <p>TE pages 99-111</p> <p>Must Do: Lesson 7 - 1a-b, 3, 4 (ET) Lesson 8 - 1, 3, 5, 6</p> <p>Could Do: 2a-b Lesson 8 - 2, 4</p> <p>Extended: Lesson 7 - 5</p> <p>Enrichment:</p> <p>Embarc: Lesson 7 - https://youtu.be/xhxnXfKwAg</p> <p>Lesson 8 - https://www.youtube.com/watch?v=fCeuStq6sNg</p> <p>Video Links: Lesson 7 - https://www.youtube.com/watch?v=ouE3kA2WMTY</p> <p>Lesson 8 - https://www.youtube.com/watch?v=0Wb8ydK52FU</p>	<p>Module 6 Foundations of Multiplication and Division Arrays and Equal Groups TE pages 112-121</p> <p>Lesson 9: Solve word problems involving addition of equal groups in rows and columns.</p> <p>Must Do: 1,4,6</p> <p>Could Do: 2, 3, 5</p> <p>Extended: 7</p> <p>Enrichment:</p> <p>Embarc: https://youtu.be/6n-V5XtsJLs Video</p> <p>Link: https://www.youtube.com/watch?v=0k8WB2htril</p>	Teacher Planning Day/No School	
LT	<p>We are learning to organize equal groups of objects into rectangular arrays.</p> <p>We are learning to use repeated addition of the number in each row or column (i.e., group) to find the total.</p>	<p>We are learning to represent arrays and to distinguish rows from columns by separating equal groups horizontally and vertically.</p> <p>We are learning to use repeated addition of the number in each row or column (i.e., group) to find the total.</p>	<p>We are learning to use math drawings to represent arrays and relate the drawings to repeated addition.</p> <p>We are learning to compose an array with gaps.</p>	<p>We are learning to use the RDW process to solve repeated addition word problems.</p>		
SC	<p>I can compose arrays either one row or one column at a time and count to find the total using scattered sets.</p> <p>I can count to find the total, noticing that each row and each column contain the same number of units.</p>	<p>I can compose or decompose an array by both rows and columns. I know that when another row or column is added or removed, so is another group, or unit.</p> <p>I can write a repeated addition sentence to find the total number of objects in the array.</p>	<p>I can draw an array and use horizontal lines to see the rows within the array.</p> <p>I can work with square tiles composing arrays from parts to whole, either one row or one column at a time.</p> <p>I can apply repeated addition strategies to find the sum.</p>	<p>I can solve word problems involving addition of equal groups in rows and columns.</p> <p>I can use tape diagrams to represent an array.</p> <p>I can interpret and draw an array as either rows or columns using the RDW process.</p>		

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GSE	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. c. Jackie Robinson (sportsmanship and civil rights)</p> <p>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1</p> <p>a. 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. d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</p>	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. c. Jackie Robinson (sportsmanship and civil rights)</p> <p>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1</p> <p>a. 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. d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</p>	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. c. Jackie Robinson (sportsmanship and civil rights)</p> <p>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1</p> <p>a. 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. d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</p>	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. c. Jackie Robinson (sportsmanship and civil rights)</p> <p>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1</p> <p>a. 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. d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</p>	Teacher Planning Day/No School	
Social Studies Resources	Historical Figure-Jackie Robinson Comprehension Passage	Historical Figure-Jackie Robinson Epic- Read Aloud Jackie Robinson: Baseball Legend	Historical Figure-Jackie Robinson Jackie Robinson GC Activities	Historical Figure-Jackie Robinson Jackie Robinson Tasks (choose between timeline, fact opinion sort, biography report, etc)		
LT	I am learning about the life and contributions of Jackie Robinson.	I am learning about the life and contributions of Jackie Robinson.	I am learning about the life and contributions of Jackie Robinson.	I am learning about the life and contributions of Jackie Robinson.		
SC	-I can explain who Jackie Robinson is and why he's important.	-I can explain who Jackie Robinson is and why he's important.	-I can explain who Jackie Robinson is and why he's important.	-I can explain who Jackie Robinson is and why he's important.		