

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: February 21-25, 2022		Reading, Writing, ELA, Math, Sci, SS		Grade Level: 2nd			
	Monday	TWOSDAY 2-22-22	Wednesday	Thursday	Friday				
GSE	Presidents' Day Holiday/No School	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.	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.	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.	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		Compare and Contrast Series Book Characters- Venn Diagram	Unit 3 Session 7	Unit 3 Session 8	Book Shop/Week Review				
LT		I am learning to compare my series book character across books.	I can investigate "What do authors do to paint a vivid picture with words?"	I am learning to pay close attention to the precise words that the author chose so that I can know what is happening in the story and how it is happening.	I can pick out my just-right books.				
SC		I know I am successful when... -I can discuss with my partner ways that our series character is the same throughout our books. -I can discuss with my partner how my series book character is also different throughout books. -I can compare and contrast my series book character across books with my partner.	I know I am successful when... -I can read my series book and pause to think about the ways that the author created a vivid scene with words. -I can point out the language that the author used to paint a picture in my mind.	I know that I am successful when... -I can pay close attention to the precise words that my author is using. -I can identify the precise words that the author is using. -I can think what kind of picture the author is trying to paint. -I know that the author is not only trying to tell what is happening but how it is happening.	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		"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"	""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""	""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		TWOSDAY CELEBRATION- Read <i>"Two of Everything,"</i> the Chinese folktale.  In the story, everything that falls into the pot doubles! If you could drop anything you own into the pot, what would you drop? Why? *Tell the item (fill in the sentence starter) *Give 3 reasons *Illustrate what you wrote about  <u>Final Draft:</u> *Write your final draft. *Using construction paper and miscellaneous scraps, create an image of you, the pot, and the item you'd like to double.	Focus on <a href="#">Language Standards</a> before Poetry Unit	Focus on <a href="#">Language Standards</a> before Poetry Unit	Focus on <a href="#">Language Standards</a> before Poetry Unit				

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LT		I can respond to literature.	I am learning how to identify nouns and verbs in sentences.	I am learning how to identify nouns and verbs in sentences.	I am learning how to identify nouns, verbs, and adjectives.				
SC		- I can use correct capitalization, punctuation, and spelling. - I can think about what I've read and write to include my thoughts and feelings.	- I know that a noun names a person, place or thing. - I know a verb usually shows action or what is happening.	- I know that a noun names a person, place or thing. - I know a verb usually shows action or what is happening.	- I know that a noun names a person, place or thing. - I know a verb usually shows action or what is happening." - I know that an adjective describes a noun.				
GSE		ELAGSE2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	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		Compound Words <a href="#">Intro- PPT</a> Craftivity- copies	Unit 3 Session 5	Unit 3 Session 6	Butterfly Exhibit Phonics Assessment				
LT		I am learning about compound words.	I am learning to ask a friend, find the work in a book, or look it up, when I have tried every strategy I know to spell an unknown word.	I am learning to study word's part by part, zooming in on parts that might cause trouble.	I can think of everything I know about phonics sounds so that I can spell words.				
SC		I know I am successful when... - I know that compound words are made up of 2 separate words joined together. - I can use the meaning of the two separate words to predict the meaning of the compound word.	I know I am successful when... -I can try all the strategies I have learned to spell an unknown word. -I know that when a word does not look right, I can use a reference or ask a friend for help. -I know that I don't need to check every single word in a writing but one the word that do not look right.	I know that I am successful when... -I can find the correct spelling of the word I want to learn. -I can write the word down. -I can clap the word with me to find the number of syllables. -I can zoom in on the troublemaker parts of the word. -I can ask, "Do I know something about phonics to help with hard parts?" -I can spell it without peeking and then check it.	I know I am successful when... -I can listen to the word as it is read aloud. -I can write the word part by part. -I can ask myself "Does this look right?"				
GSE	Presidents' Day Holiday/No School	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.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.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.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	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.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.				

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EM - Module		Mid-Module 6 Review: Arrays & Equal Groups Topics B & C (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day) TE pages 122-132 Must Do: Topic Quiz B - <a href="https://docs.google.com/document/d/1rVRu1JPYrd810Eyou4w2jtaNinh-K7n2eD7X-og2ec/edit?usp=sharing">https://docs.google.com/document/d/1rVRu1JPYrd810Eyou4w2jtaNinh-K7n2eD7X-og2ec/edit?usp=sharing</a> Could Do: Topic Quiz C - Rectangular Arrays as a Foundation for Multiplication and Division <a href="https://docs.google.com/document/d/1Ay3dSETJQdkz7nhasyAidyUNgCIYoZKYMHlkSRYRDJM/edit?usp=sharing">https://docs.google.com/document/d/1Ay3dSETJQdkz7nhasyAidyUNgCIYoZKYMHlkSRYRDJM/edit?usp=sharing</a> Extended: Enrichment: Embarc: Mid-Module 6 Reviewer: <a href="https://docs.google.com/presentation/d/10isvTBkdfBOnfz4jzXg8II0BvYMD8Zlaf7_Rh7dYFoo/edit">https://docs.google.com/presentation/d/10isvTBkdfBOnfz4jzXg8II0BvYMD8Zlaf7_Rh7dYFoo/edit</a>	Mid-Module 6 Assessment: Formation of Equal Groups, Arrays & Equal Groups, Rectangular Arrays Foundation for Multiplication Topics A, B, C (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day) TE pages 122-132 Must Do: ALL Could Do: Modified Assessment Extended: Enrichment: Embarc: Assessment Link: <a href="https://drive.google.com/file/d/1zi2_PlapDIRYCC7befJB8TEC3J8xTaf/view?usp=sharing">https://drive.google.com/file/d/1zi2_PlapDIRYCC7befJB8TEC3J8xTaf/view?usp=sharing</a>	Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division TE pages 136-147 Lesson 10: Use square tiles to compose a rectangle and relate to the array model. Must Do: 1a-b, 2a-b, 3a-b Could Do: Extended: 4a-c Enrichment: Embarc: <a href="https://youtu.be/S981EcWCNnM">https://youtu.be/S981EcWCNnM</a> Video Link: <a href="https://www.youtube.com/watch?v=GVTMWFTAQ8&amp;t=586s">https://www.youtube.com/watch?v=GVTMWFTAQ8&amp;t=586s</a>	Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division TE pages 148-159 Lesson 11: Use square tiles to compose a rectangle and relate to the array model. Sprint: <a href="https://www.youtube.com/watch?v=YVY_jld8j9Q">https://www.youtube.com/watch?v=YVY_jld8j9Q</a> Must Do: 1a-c, 2a-d, 5a-b Could Do: 3a-d, 4a-b Extended: Enrichment: Embarc: <a href="https://youtu.be/q6nZrJEyXck">https://youtu.be/q6nZrJEyXck</a> Video Link: <a href="https://www.youtube.com/watch?v=zRYK7O8mv3c">https://www.youtube.com/watch?v=zRYK7O8mv3c</a>	Strategy Groups:  <a href="#">Cookie Arrays</a> - challenge (multiplication) use cookie crisp cereal and cookie sheets to build arrays and write repeated addition equations and multiplication equations (for higher achievers)  <a href="#">Google Slides</a> - Print slides, place them in sheet protectors or laminate them and use dry erase markers OR have a Google Classroom Station Rotation (work in pairs)  <a href="#">Dice Array</a> - Students work with a partner. Each partner rolls a die to determine the two factors in a multiplication sentence. Students know that x means 'groups of'. They complete the sheet front and back.			
LT		I can review and practice organizing equal groups of objects into rectangular arrays. I can use repeated addition of the number in each row or column (i. e., group) to find the total.	I can demonstrate my understanding of using math drawings to represent arrays and relate the drawings to repeated addition.	We are learning to develop the spatial reasoning skills. We are learning to use same-size square tiles for composing rectangles.	We are learning to develop the spatial reasoning skills. We are learning to use same-size square tiles for composing rectangles.				
SC		I can create an equal group with none left over. I can use math drawings to represent equal groups. I can determine the total number of objects using repeated addition. I can represent the total of a given number of units with a tape diagram.	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. I can work with square tiles composing arrays from parts to whole, either one row or one column at a time. I can apply repeated addition strategies to find the sum.	I can use same-size squares to tile a rectangle with no gaps or overlaps. I can count to find the total number of squares that make up a rectangle.	I can use same-size squares to tile a rectangle with no gaps or overlaps. I can count to find the total number of squares that make up a rectangle.				

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GSE		SS2H1 Describe the lives and contributions of historical figures in Georgia history. c. Jackie Robinson (sportsmanship and civil rights) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 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.	SS2H1 Describe the lives and contributions of historical figures in Georgia history. c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2. a. Identify specific locations significant to the life and times of each historic figure...on a political or physical map. b. Describe how each historic figure...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. c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2. a. Identify specific locations significant to the life and times of each historic figure...on a political or physical map. b. Describe how each historic figure...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. c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2. a. Identify specific locations significant to the life and times of each historic figure...on a political or physical map. b. Describe how each historic figure...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.				
Social Studies Resources		<a href="#">Time Capsule</a> <a href="#">Time Capsule Worksheet with measurements.</a>	<a href="#">Historical Figure-Jackie Robinson Jackie Robinson Biography Pack (Choose between research, timeline, or flipbook)</a>	Research Project Introduction - <a href="#">Research</a>	Research Project Introduction- <a href="#">Research</a>				
LT		I can create a time capsule.	I am learning about the life and contributions of Jackie Robinson.	I am learning how to research a famous historical figure.	I am learning how to research a famous historical figure.				
SC		-I can list things about me and my life. -I can keep it for a long time and open it later to reveal how I have changed as well as the world around me.	-I can explain who Jackie Robinson is and why he's important.	- I can use the internet to find information on people. - I can use a graphic organizer to help me collect information about my historical figure.	- I can use the internet to find information on people. - I can use a graphic organizer to help me collect information about my historical figure.				