


Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: February 28- March 4, 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. 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.	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.	ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	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 4 Session 9	Unit 4 Session 10	Unit 4 Session 11	Unit 4 Session 12	Book Shop/Week Review			
LT	I am learning to study an author's craft.	I am learning to study an author's craft.	I am learning to pay attention to signals in the text that tells me how the author wants the story to sound.	I am learning to think carefully about the ending of the book.	I can pick out my just-right books.			
SC	I know I am successful when... -I can pay attention to the words that an author uses to make things extraordinary. -I can ask myself, "What does the author really mean?"	I know I am successful when... -I can pay attention to the words that an author uses to make things extraordinary. -I can pay attention to the way the whole story tends to go. -I start a new book on the same series and make a prediction as to how the story will go.	I know I am successful when... -I can pay attention to the bold and italic words, large print words, commas, and periods. -I can use the punctuation and special print to bring the story to life.	I know I am successful when... -I can think about the ending of the book, just like the beginning of the book. -I can ask myself "Why did the author choose to end the story this way? Is there an important lesson for me to learn?"	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 e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.			
WW - UoS	Unit 4 Poetry Session 1	Unit 4 Poetry Session 2	Unit 4 Poetry Session 3	Unit 4 Poetry Session 4	Interactive writing (Introduce different types of poems)			
LT	I am learning to see things with poet's eyes.	I am learning that poems can make music.	I am learning that poems are small moments with BIG feeling.	I am learning to be a better poet.	I am learning about different types of poems.			
SC	I know I am successful when... -I can look at things with my heart and mind. -I can see extraordinary things when I look at ordinary things. -I can write a poem about an ordinary object but make it interesting.	I know I am successful when... -I can listen for line breaks. -I can make my poem have rhythm.	I know I am successful when... -I can find a small moment with BIG feeling -I can see ordinary things in new ways. -I can write about my topic, experimenting with line breaks.	I know I am successful when... -I can write of list of ideas for poems. -I can choose a topic that contains BOTH strong feelings AND concrete details.	I know I am successful when... -I know the names of different types of poems. -I know that different types of poems have different structures.			
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.	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.			

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					Long Vowel A Rain Clouds 				
Phonics - UoS	Unit 3 Session 7	Unit 3 Session 8	Unit 3 Session 9	Unit 3 Session 10					
LT	I am learning that the same vowel sound can have different spelling patterns.	I am learning that the long vowel A can be spelled in many different ways.	I am learning that where a long vowel sound is located can help me decide which long vowel spelling pattern to use.	I am learning to use what I know about spelling long vowel E in little words to spell bigger words.	I am learning that the long vowel A can be spelled in many different ways.				
SC	I know that I am successful when... -I can find the vowel sounds in words. -I can write a word using different long vowel spelling patterns and decide which one looks right.	I know that I am successful when... -I can figure out the different ways that long vowel A can be spelled. -I can give examples of words using those long vowel A spelling patterns. -I can include tips for building words with the long vowel A.	I know I am successful when... -I can review the different ways long A can be spelled. -I can help make and sort a list of words using the long vowel A spelling. -I can say the word slowly and decide where the long vowel A is located in the word. -I can determine which long vowel spelling the new word will use by looking at the already sorted long vowel A words.	I know that I am successful when... -I can collect words with the same long-vowel E sound. -I can build words with the long-vowel E sound to make longer and bigger words. -I can sort words using the long-vowel E sound by determining where the long vowel E sound is located in the word.	I know I am successful when... -I can review the different ways long A can be spelled. -I can think of words that have the long A. -I can say the word slowly and decide where the long vowel A is located in the word. -I can write down words with the correct long A spelling. -I can create a long A rain cloud.				
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.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.	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.	MGSE2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.			Skip Lesson 16 - Extension ART with Mrs. Carter or hold until 3rd Grade Boot Camp.	
EM - Module	Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division TE pages 160-175 Lesson 12: Use math drawings to compose a rectangle with square tiles. Must Do: 1, 2, 3a-b Could Do: 3c Extended: Enrichment: Embarc: https://youtu.be/SZ4D7UMLCNg Video Link: https://www.youtube.com/watch?v=pMlyxb57raq	Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division TE pages 176-186 Lesson 13: Use square tiles to decompose a rectangle. Must Do: 1, 2, 4a, 5a, 6a Could Do: 3, 4b, 5b, 6b Extended: 4c, 5c, 6c Enrichment: Embarc: https://youtu.be/HWCUwpjvWgs Video Link: https://www.youtube.com/watch?v=EF-zzuWJapl	Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division TE pages 187-198 Lesson 14: (Use the Problem Set for Concept Development) Use scissors to partition a rectangle into same-size squares and compose arrays with the squares. Must Do: 1a-d, 2a-d, 3a-d (ET on End of Mod) Could Do: 4a-d Extended: a, b, c Enrichment: Embarc: https://youtu.be/-Tp6KnzkjL4 Link: https://www.youtube.com/watch?v=2wIEYpZTI5c	Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division TE pages 199-210 Lesson 15: (Use the Problem Set for Concept Development) Use math drawings to partition a rectangle with square tiles and relate to repeated addition. Must Do: 1, 3, 4 (Lesson 5, 6) Could Do: 2, 5, 6 (ET) Extended: Enrichment: Embarc: https://youtu.be/VYrkTe7sDNM Video Link: https://www.youtube.com/watch?v=5utogHrILf4	Module 6 Foundations of Multiplication and Division The Meaning of Even and Odd Numbers TE pages 224-232 Lesson 17: Relate doubles to even numbers and write number sentences to express the sums. Must Do: 1c-e, 2a-b Could Do: 1a-b, 2c-e Extended: 3 Enrichment: Embarc: https://youtu.be/KKB7HcYmN2k Video Link: https://www.youtube.com/watch?v=eVVfTm-E7u8				

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LT	I am learning to use math drawings to compose a rectangle with square tiles.	I am learning to use square tiles to decompose a rectangle.	I am learning to partition a rectangle by cutting it apart.	I am learning to use math drawings to partition a rectangle with square tiles and relate it to repeated addition.	I can relate doubles to even numbers and write number sentences to express the sums.				
SC	I know I am successful when... -I can trace a square tile -I can draw an array of squares WITHOUT using a square tile. -I can make my squares equal size without gaps or overlaps.	I know I am successful when... -I can use tiles to construct an array with equal rows and columns. -I can count the total number of tiles. -I can separate/divide the big array into two smaller arrays. -I can remove columns and/or rows and count again.	I know I am successful when... -I can use scissors correctly. -I can listen carefully to directions. -I know the difference between rows and columns. -I can cut 2 identical rectangles in different ways (rows vs. columns) -I can compare the original rectangles and explain what I notice.	I know I am successful when... -I know how to shade. -I can shade a smaller array inside a larger array. -I can relate the arrays to repeated addition. -I can add a specified number of rows and columns to an array that is already drawn for me.	I know I am successful when... -I understand what 'doubling' means. -I can make rows and columns. -I can double the rows and columns I make. -I can notice arithmetic patterns.				
GSE	SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) b. Sequoyah (development of a Cherokee alphabet) c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights) e. Juliette Gordon Low (Girl Scouts and leadership) f. Jimmy Carter (leadership and human 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 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. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) b. Sequoyah (development of a Cherokee alphabet) c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights) e. Juliette Gordon Low (Girl Scouts and leadership) f. Jimmy Carter (leadership and human 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 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. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) b. Sequoyah (development of a Cherokee alphabet) c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights) e. Juliette Gordon Low (Girl Scouts and leadership) f. Jimmy Carter (leadership and human 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 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. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) b. Sequoyah (development of a Cherokee alphabet) c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights) e. Juliette Gordon Low (Girl Scouts and leadership) f. Jimmy Carter (leadership and human 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 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. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) b. Sequoyah (development of a Cherokee alphabet) c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights) e. Juliette Gordon Low (Girl Scouts and leadership) f. Jimmy Carter (leadership and human 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 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	Use the linked resources to research and create a slide show. Guide students on how to make a Google Slide Show by inserting pictures, creating animations, adding presenter notes, etc. Biography template Google Slides Template	Biography template Google Slides Template	Biography template Google Slides Template	Biography template Google Slides Template	Biography template Google Slides Template				
LT	I can describe the life and contributions of a historical figure in Georgia history.	I can describe the life and contributions of a historical figure in Georgia history.	I can describe the life and contributions of a historical figure in Georgia history.	I can describe the life and contributions of a historical figure in Georgia history.	I can describe the life and contributions of a historical figure in Georgia history.				
SC	I know I am successful when... -I can use the internet to research my historical figure. -I can complete a biography organizer. -I can create a slide show with facts pertaining to my historical figure. (if time allows)	I know I am successful when... -I can use the internet to research my historical figure. -I can complete a biography organizer. -I can create a slide show with facts pertaining to my historical figure. (if time allows)	I know I am successful when... -I can use the internet to research my historical figure. -I can complete a biography organizer. -I can create a slide show with facts pertaining to my historical figure. (if time allows)	I know I am successful when... -I can use the internet to research my historical figure. -I can complete a biography organizer. -I can create a slide show with facts pertaining to my historical figure. (if time allows)	I know I am successful when... -I can use the internet to research my historical figure. -I can complete a biography organizer. -I can create a slide show with facts pertaining to my historical figure. (if time allows)				