Teacher: C. Henso J. Brewer, C. Wate	n, E. Johns, M. Cox, S. Knistle, rs	Week of: February 07-11, 2022		Reading, Writin	g, ELA, Math, Sci, SS	Grade Level: 2nd	
	Monday	Tuesday	Wednesday		Thursday	Friday	
GSE	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, 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 specific expectations.)	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 specific expectations.)	ELAGSE2RL1: Ask and as who, what, where, wi demonstrate understand text.	answer such questions hen, why, and how to ding of key details in a	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.	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 16	Unit 3 Session 17	Unit 4 Session 1		Unit 4 Session 2	Book Shop/Week Review	
LT	I am learning to give feedback to support others.	I can celebrate my hard work in reading.	I am learning to I expert about a cl series book.	become an haracter in a	I am learning to become an expert about a character in a series book.	I can pick out my just-right books.	
sc	I know I am successful when -I can observe and model giving effective feedback. -I know that effective feedback is specific and helpful.	I know I am successful when -I can read fluently. -I can understand literary language. -I can keep track of longer books.	I know I am successful when -I can preview the first book. -I can pay close attention to what I learn about the main character. -I can collect lots of information about the main character in a series.		I know I am succesfful when -I can pay attention to how characters respond to problems. -I can figure out what the character's response tells me about them.	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. 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 writing as needed by May include 2W6: With guidance alts, 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: 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 Lesson 15	Unit 3 Lesson 16	Unit 3 Lesson 17	,	Unit 3 Lesson 18	Interactive Writing	
LT	I am learning to become a punctuation detective, noticing punctuation <i>all over.</i>	I am learning to study other writing nominations so that I can write a good beginning and conclusion.	I am learning to use a writing checklist to figure out what I need to do better in my writing.		I am learning to set goals in writing.	I can participate in interactive writing projects.	
SC	I know I am successful when -I know that punctuation is not just at the end of the sentence but can also in the middle of the sentence. (, () -) -I can notice punctuation as I am reading my story. -I can ask myself "What kinds of jobs are rest stop punctuation doing? -I can add punctuation in my own writing.	I know that I am successful when -I can read another writing nomination. -I can look closely at the beginning of their nomination. -I can look closely at the ending (conclusion) of their nomination. -I can think "what makes their beginning and ending so good?" -I can try it out in my writing.	I know that I am su -I can reread a wrii have finished. -I can compare my the checklist. -I can find things th in my writing. -I can then make a want to do better in	Increaseful when ing piece that I writing piece to hat I am doing well plan for what I h my writing.	-I can think about the ways I can make my writing better by comparing it to the checklist. -I can think of a strategy that I can use to work towards that goal. -I can create a new goal when I accomplish my old goal.	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 phom analysis skills in ELAGSE2RF4: c confirm or self-cc recognition and u rereading as nec	Know and apply ics and word decoding words. . 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.	

n, E. Johns, M. Cox, S. Knistle, rs	Week of: February 07-11, 2022	Reading,	Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
Monday	Tuesday	Wednesday	Thursday	Friday		
Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 5- TE pages 72-74 Troublemaker Word Celebration	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 5- TE pages 72-74 Troublemaker Word Celebration	Phonics Units of Study Unit Mini-Unit 2: Tackling Troublemakers Once and fo Session 5- TE pages 72-74 Troublemaker Word Celebr	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 5- TE pages 72-74 ation Troublemaker Word Celebration	Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 5- TE pages 72-74 Troublemaker Word Celebration		
I am learning to use my strategies to practice reading and writing my troublemaker words.	I am learning to use my strategies to practice reading and writing my troublemaker words.	I am learning to use my strategies to practice readir writing my troublemaker wo	g and strategies to practice reading and writing my troublemaker words.	I am learning to use my strategies to practice reading and writing my troublemaker words.		
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.	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.	I know I am successful when I can continue to practice re- and writing additional troublemaker words. I can teach others how to re- and write three troublemaker words.	 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. 	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.		
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 onerations.	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	2.OA.3 Determine whether group of objects (up to 20) I odd or even number of mer e.g., by pairing objects or counting them by 2s; write a equation to express an eve number as a sum of two eq addends. 2.NBT.2 Count wi 1000; skip-count by 5s, 10s 100s. 2.NBT.6 Add up to for two-digit numbers using strategies based on place v and properties of operations	a 2.OA.3 Determine whether a ass an nbers, e.g., by pairing objects or counting them by 2s; write an n equation to express an even number as a sum of two equal addends. 2.NBT2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.6 Add up to four two-digit numbers using alue s.	2.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. 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.		
	n, E. Johns, M. Cox, S. Knistle, rs Monday Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 5- TE pages 72-74 Troublemaker Word Celebration I am learning to use my strategies to practice reading and writing my troublemaker words. 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. 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.	n, E. Johns, M. Cox, S. Knistle, rsWeek of: February 07-11, 2022MondayTuesdayPhonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 5- TE pages 72-74 Troublemaker Word CelebrationPhonics Units of Study Unit: Mini-Unit 2: Tackling Troublemaker Word CelebrationI am learning to use my strategies to practice reading and writing my troublemaker words.I am learning to use my strategies to practice reading and writing additional troublemaker words.I am learning to use my strategies to practice reading and writing additional troublemaker words.I can continue to practice reading and write three troublemaker words.I know I am successful when I can continue to practice reading and writing additional troublemaker words.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, 2.NBT.9 Explain why addition and subtract 10 or 100 from a given number 100–900. 2.NBT.9 Explain why addition and 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.NBT.9 Explain why addition and subtract 10 or 100 from a given number 100–900. 2.	n, E. Johns, M. Cox, S. Knistle, rsWeek of: February 07-11, 2022Reading,MondayTuesdayWednesdayPhonics Units of Study Unit: Mini-Unit 2: Tackling Troublemakers Once and for All Session 5- TE pages 72-74 Troublemaker Word CelebrationPhonics Units of Study Unit Mini-Unit 2: Tackling Troublemakers Once and for All Session 5- TE pages 72-74 Troublemaker word CelebrationPhonics Units of Study Unit Mini-Unit 2: Tackling Troublemakers Once and for All Session 5- TE pages 72-74 Troublemaker word CelebrationIam learning to use my strategies to practice reading and writing my troublemaker words.Iam learning to use my strategies to practice reading and writing additional troublemaker words.Iam learning to use my strategies to practice reading and writing additional troublemaker words.I can continue to practice reading and writing additional troublemaker words.I know I am successful when I can continue to practice reading and writing additional troublemaker words.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.I can teach others how to read and write three troublemaker words.I can teach others how to read and write three troublemaker words.I can teach others how to read and write three troublemaker words.I can teach others how to read and write three troublemaker words.I can continue to practice reading and writing additional troublemaker words.I can continue to practice reading and write method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds,	Provise Week of: February 07-11, 2022 Reading, Writing, ELA, Math, Sci, SS Monday Tuesday Week of: February 07-11, 2022 Reading, Writing, ELA, Math, Sci, SS Monday Tuesday Week of: February 07-11, 2022 Reading, Writing, ELA, Math, Sci, SS Mini-Unit 2: Tackling Thursday Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemaker Word Celebration Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemaker Word Celebration Troublemaker Word Celebration Item Phonics Units of Study Unit: Mini-Unit 2: Tackling Troublemaker Word Celebration Item Phonics Units of Study Unit: Mini-Unit 2: Tackling Item Phonics Units of Study Unit: Mini	n, E. Johns, M. Cox, S. Knistle, st Week of: February 07.11, 2022 Reading, Writing, E.A., Math, Sci, S.S Grade Level: 2nd Monday Tuesday Week of: February 07.11, 2022 Thursday Friday Phonics Units of Study Unit: Mini-Unit: Tackling Troublemakers Once and for AII Session 5- TE pages 72.74 Phonics Units of Study Unit: Mini-Unit: Tackling Troublemaker Word Celebration Phonics Units of Study Unit: Mini-Unit: Tackling Troublemaker Word Celebration Mini-Unit: Tackling Troublemaker Word Celebration Iam learning to use my strategies to practice reading and writing my troublemaker words. Iam learning to use my writing writoublemaker words. Iam learning touse my writing writouker words. Iam	n, E. Johns, M. Cox, S. Knistle, Beading, Writing, ELA, Math, Sci, SS Grade Level: 2nd Nonday Tuesday Reading, Writing, ELA, Math, Sci, SS Grade Level: 2nd Phonics Units of Study Unit: Minubular. 2: Tacking Session 5- TE pages 72-74 Phonics Units of Study Unit: Minubular. 2: Tacking Session 5- TE pages 72-74 Phonics Units of Study Unit: Minubular. 2: Tacking Session 5- TE pages 72-74 Phonics Units of Study Unit: Minubular. 2: Tacking Session 5- TE pages 72-74 Phonics Units of Study Unit: Minubular. 2: Tacking Session 5- TE pages 72-74 Phonics Units of Study Unit: Minubular. 2: Tacking Session 5- TE pages 72-74 Phonics Units of Study Unit: Minubular. 2: Tacking Session 5- TE pages 72-74 Phonics Units of Study Unit: Minubular. 2: Tacking Session 5- TE pages 72-74 Phonics Units of Study Unit: Minubular. 2: Tacking Session 5- TE pages 72-74 Toublemaker Word Celebration Toublemaker Word Celebration Iam learning to use my writing my troublemaker words. Iam lear

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: February 07-11, 2022	Reading, Writir	g, ELA, Math, Sci, SS Grade Level: 2nd		
Monday		Tuesday	Wednesday	Thursday	Friday	
EM - Module	Module 5 End-of-Module Assessment Task Review TE pages 274-280 Topics A–D (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day) Must Do: Topic C - Strategies for Decomposing Tens and Hundreds Within 1,000 <u>https:</u> //docs.google. com/document/d/1XM_ERAV32a UsgwDpXU73_LZ50mDAxQC93f XNAKAFBE/edit?usp=sharing Could Do: Topic D - Explanations for Choice of Solutions <u>https:</u> //docs.google. com/document/d/1rCYdyiiO97ffl0 XNNFSzuu2CqH3FtQW3KDpB5Y BB10E/edit?usp=sharing Extended: Enrichment: Embarc: End of Module 5 Reviewer: <u>https:</u> //docs.google. com/presentation/d/1KY5HNSH3 GgbKCCl6hUxKDQ_QKCLIHCb2 CbZusQRJDeA/edit	Module 5 End-of-Module Assessment Task TE pages 274-280 Topics A–D (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day) Must Do: ALL Could Do: Modified Assessment Extended: Enrichment: Embarc: Assessment Link: https://drive. google. com/drive/folders/1VQLyWaVA1r xMrEPTgoHHdLtz0wtRlQj7	Module 6 Foundations of Multiplication and Division Formation of Equal Groups TE pages 11-25/26-36 Lessons 1& 2 Combined: Use manipulatives and math drawings to create equal groups. Relate to repeated addition. Must Do: 3, 4, 6, Lesson 2 #1a-b, #5 Could Do: 1, 2, 5 Extended: Lesson 2 #2, #3, #4 Enrichment: Embarc: https://youtu. be/aVCwB9Y5cfA https://youtu.be/GCUBvj_pTk Video Link: https://youtu. be/aVCwB9Y5cfA https://youtu.be/Wxwem2BpWoE	Module 6 Foundations of Multiplication and Division Formation of Equal Groups TE pages 37-48 Lesson 3: Use math drawings to represent equal groups and relate to repeated addition. Must Do: 1a-b, 2a Could Do: 2b Extended: 1c Enrichment: Embarc: https://youtu.be/- 83HIIM8sck Video Link: https://youtu. be/Wxwem2BpWoE	Module 6 Foundations of Multiplication and Division Formation of Equal Groups TE pages 49-60 Lesson 4: Represent equal groups with tape diagrams and relate to repeated addition. Must Do: 1a, 1c, 2a, 2c, 2e Could Do: 1b, 1d, 2b, 2d Extended: Enrichment: Embarc: https://youtu. be/8XdhQ08Ppv4 Video Link: https://youtu. be/unJrshzJAnM	
LT	I can review and practice addition and subtraction strategies using models or drawings and relate the strategy to vertical form.	I can demonstrate my understanding of addition and subtraction strategies using models or drawings and relate the strategy to vertical form.	We are learning to use objects and math drawings to create equal groups.	We are learning a more efficient way to add by bundling. We are learning to work with equal groups.	We are learning a more efficient way to add by bundling. We are learning to work with equal groups.	
sc	I can add and subtract within 1,000 using a variety of strategies. I can compose and decompose ones, tens, and hundreds when necessary. I can mentally add and subtract 10 or 100 to a given number. I can use addition or subtraction to explain why my method works and to support my drawing.	I can add and subtract within 1,000 using a variety of strategies. I can compose and decompose ones, tens, and hundreds when necessary. I can mentally add and subtract 10 or 100 to a given number. I can use addition or subtraction to explain why my method works and to support my drawing.	I can use manipulatives to create equal groups. 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 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 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.	

Teacher: C. Henso	n, E. Johns, M. Cox, S. Knistle,	Week of February 07 11 2022		Pooding Writin	a ELA Math Sci SS	Grade Lovel: 2nd		
J. Diewei, C. Wate	Monday	Tuesday	Wedneeday		Thursday	Friday		
	Monday	Iuesday	"Dhusiaal Caionaa	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 e 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	Science plans for 3, 4, and 5) will b Teachers will rota	Matter (weeks e rotational. ite 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 diassembled and then rearranged to make new and different structures.	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.	changes that occur in a. Ask questions to d different objects accor physical properties. (Clarification stateme physical properties c mass, length, texture, hardness, st and flexibility.) b. Construct an expla structures made fron cubes, building blocks) can be disas rearranged to make i structures.	n objects. lescribe and classify ording to their ent: Examples of ould include color, rength, absorbency, anation for how n small pieces (linking sembled and then new and different from obcongrations to	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.	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 diassembled and then rearranged to make new and different structures.	Iassify STEM kit around. Each teacher will have the kit for 3 days. Then are 4 lessons so the first 2 lessons need to be done in 1 day of 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. w Matter Student booklet, and Matter Unit linked here. Please feel free to use other matter resources as well that are linked below.	
	construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible. (Clarification statement: Changes in matter could include heating or freezing of	construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible. (Clarification statement: Changes in matter could include heating or freezing of	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 irreversible. (Clarification statement: Changes in for matter could include heating or freezing of		construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible. (Clarification statement: Changes in matter could include heating or freezing of	construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible. (Clarification statement: Changes in matter could include heating or freezing of	Solid, Liquid, Gas Smartboard file	s Sort- Cut and Paste
GSE	water, baking a cake, boiling an egg.)"	water, baking a cake, boiling an egg.)"	water, baking a cake, boilin	g an egg.)"	water, baking a cake, boiling an egg.)"	water, baking a cake, boiling an egg.)"	States of Matter	Brochure
Sci. Resources	These lessons are for a Matter 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.	These lessons are for a Matter 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.	These lessons a STEM kit. They through each of teachers. 3 days other two days, u task cards, and s sort above.	re for a Matter will be rotated the 2nd grade s each. On the use the matter Smartboard file	Stem Task Cards- linked above	Smartboard Sort- linked 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	at 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 nge 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> activity	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	investigate 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.	t 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.		

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: February 07-11, 2022	2 Reading, Writ		g, ELA, Math, Sci, SS	Grade Level: 2nd
	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.