

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: March 14-18, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
	Monday	Tuesday	Wednesday	Thursday	Friday		
GSE	Teacher Work Day	ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.	ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	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 17	If/Then Reading Nonfiction... Session 1	If/Then Reading Nonfiction... Session 2	Book Shop/Week Review		
LT		I can make my debate stronger.	I can sort nonfiction topics into different topics.	I can become super smart about nonfiction books.	I can pick out my just-right books.		
SC		I know I am successful when... -I can debate my opinion about a series book. -I can say more about my reasons. -I can use my book to give examples and say, "In the book..." or "For example..."	I know I am successful when... -I will sort nonfiction topics into different topics. -I will become super smart about nonfiction books. -I will make a plan for how to read each section of the book. -I will read harder books and remember what is most important.	I know I am successful when... -I will sort nonfiction topics into different topics. -I will become super smart about nonfiction books. -I will make a plan for how to read each section of the book. -I will read harder books and remember what is most important.	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.		
	Teacher Work Day	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.		
GSE		Unit 4 Poetry Session 9 (color poems)	Unit 4 Poetry Session 10 (color poems)	Unit 4 Poetry Session 11 (shape poems)	Interactive writing ( <a href="#">Introduce different types of poems</a> )		
WW - UoS		I am learning to use comparisons in a poem.	I am learning to stretch out comparisons in a poem.	I am learning about different structures of poems.	I am learning about different types of poems.		
LT		I know I am successful when... -I know that a comparison is when two things are similar. -I can identify a comparison in a text. -I can try using my own by using the words like or as.	I know I am successful when... -I can add actions that go along with the comparison. -I can take my comparison all the way through my poem.	I know I am successful when... -I know a list poem list items in a series. -I know a conversation poem sounds like people talking.	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.		
SC							
	Teacher Work Day	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	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.		
GSE							

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Phonics - UoS		LC Units of Study: Unit 3 Bend 3 Lesson 15 TE pages 123-129 UOS in Phonics - Watching Out for Vowel Patterns.	LC Units of Study: Unit 3 Bend 3 Lesson 16 TE pages 130-138 UOS in Phonics - Identify and use vowel teams in multisyllabic words	LC Units of Study: Unit 3 Bend 3 Lesson 17 TE pages 139-146 UOS in Phonics - Reading Like a Pirate: Staying on the Lookout for R-Controlled Vowels	<a href="#">Word Work Week 3</a>		
LT		I am learning to read words part by part.	We are learning to be flexible readers and try vowel team sounds in different ways.	We are learning how to read words with R-controlled vowels.	I am learning to identify different parts of speech.		
SC		I know I am successful when: - I can identify vowel patterns. - I can read the vowel patterns as one part of the word. - When I come to a vowel, I can check to see if it is part of a team before, I sound it out.	I will know I am successful when: - I can move carefully across tricky words, bit by bit. - When I come to a vowel, I can check to see if it is part of a team before, I sound it out. - I know that vowel teams USUALLY make a long sound, but in some words, they make a short sound. - I can try all different sounds while trying to read tricky words with vowel teams.	I know I will be successful when: - I can identify R-controlled vowels. - I know how to read R-controlled vowels in words. - I know to keep R-controlled vowel teams together and read them as word part. - I can notice and read R-controlled vowel teams in sentences. - I can write words with R-controlled vowel teams and share them with a partner.	I know I will be successful when: - I can identify nouns (people, places, and things). - I can identify verbs (action words). - I can identify adjectives (describing words).		
GSE	Teacher Planning Day No School for Students	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. 2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. 2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put- together, take-apart, and compare problems using information presented in a bar graph.	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. 2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put- together, take-apart, and compare problems using information presented in a bar graph.	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. 2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.		
EM - Module	Teacher Planning Day No School for Students	Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Categorical Data TE pages 14-34 Lesson 1: Sort and record data into a table using up to four categories; use category counts to solve word problems. Must Do: 1, 2, 4 Could Do: 3 Extended: Enrichment: Embarc: <a href="https://youtu.be/IL_uWrekN4s">https://youtu.be/IL_uWrekN4s</a> Link: <a href="https://youtu.be/N02MIAQgW2Y">https://youtu.be/N02MIAQgW2Y</a> or <a href="https://youtu.be/18J9rvsGWgg">https://youtu.be/18J9rvsGWgg</a> Video	Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Categorical Data TE pages 35-47 Lesson 2: Draw and label a picture graph to represent data with up to four categories. Must Do: 1a-c Could Do: 2a-b Extended: 1d, 2c Enrichment: Embarc: <a href="https://youtu.be/m7s4aFnsJqw">https://youtu.be/m7s4aFnsJqw</a> Video Link: <a href="https://youtu.be/xMQUY_UWjY4">https://youtu.be/xMQUY_UWjY4</a> or <a href="https://youtu.be/18J9rvsGWgg">https://youtu.be/18J9rvsGWgg</a>	Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Categorical Data TE pages 48-62 Lesson 3: Draw and label a bar graph to represent data; relate the count scale to the number line. Must Do: 1a-c Could Do: 2a-c Extended: 1d, 2d Enrichment: Embarc: <a href="https://youtu.be/DkD24P0p7Rc">https://youtu.be/DkD24P0p7Rc</a> Video Link: <a href="https://youtu.be/QHGf6uCXi8k">https://youtu.be/QHGf6uCXi8k</a>	Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Categorical Data TE pages 63-75 Lesson 4: Draw a bar graph to represent a given data set. Must Do: 1a-e Could Do: 2a-c Extended: 2d Enrichment: Embarc: <a href="https://youtu.be/JRqUgevcqfl">https://youtu.be/JRqUgevcqfl</a> Video Link: <a href="https://youtu.be/QHGf6uCXi8k">https://youtu.be/QHGf6uCXi8k</a>		
LT		I am learning to sort and record data into a table.	I am learning to draw and label a pictograph.	I am learning to draw and label bar graphs.	I can draw a bar graph to represent a given data set.		

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SC		I know I am successful when... - I can use tallies to record the number of objects for a category. - I can draw tallies of 5 and then count them by 5's. - I can pay attention to key words in questions to help me understand what to count.	I know I am successful when... - I can use a picture to represent a category. - I can add a key to show how much each picture represents. - I can recount to make sure I drew correctly.	I know I am successful when... - I can count tallies and then shade that number of bars on a graph. - I know that bar graphs can be vertical or horizontal. - I can shade neatly and stop at the line. - I can recount to make sure I've shaded the correct number of bars.	I know I am successful when... - I can create a title for my bar graph. - I can label the categories and scale correctly. - I can shade bars to represent the given number of items. - I can answer questions about a bar graph I've created.		
GSE		S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.	S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.	S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.	S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.		
Science Resources		<a href="#">Parts of a Plant Song (video on EPIC)</a> <a href="#">Life Cycle of a Plant (Book on EPIC)</a> <a href="#">Brain Pop Jr. Lifecycle of a plant</a>	<a href="#">Plant Vocabulary Posters</a> <a href="#">Plant Tab-its (assign on GC)</a> <a href="#">(Display and work on together with class)</a>	<a href="#">Brainpop Jr. Video Parts of a Plant</a> <a href="#">All About Plant- Tab booklet</a> (this will be copied for you)	<a href="#">The Giving Tree- Shel Silversteen</a>  Plant a seed to grow for Mother's Day (or Earth Day- April 22).  <a href="#">Seed Germination Timelapse</a>		
LT		I am learning about the life cycle of a plant.	I am learning about the life cycle of a plant.	I am learning about the life cycle of a plant.	I am learning about the life cycle of a plant.		
SC		I know I am successful when... -I know what a plant needs to survive. -I know the names of each stage of plant. -I can plan and carry out an investigation by growing a plant from a seed and recording changes over time.	I know I am successful when... -I know what a plant needs to survive. -I know the names of each stage of plant. -I can plan and carry out an investigation by growing a plant from a seed and recording changes over time.	I know I am successful when... -I know what a plant needs to survive. -I know the names of each stage of plant. -I can plan and carry out an investigation by growing a plant from a seed and recording changes over time.	I know I am successful when... -I know what a plant needs to survive. -I know the names of each stage of plant. -I can plan and carry out an investigation by growing a plant from a seed and recording changes over time.		