

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: March 21-25, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
	Monday	Tuesday	Wednesday	Thursday	Friday		
GSE	ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	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.	ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	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	If/Then Reading Nonfiction... Session 3	If/Then Reading Nonfiction... Session 4	If/Then Reading Nonfiction... Session 5	If/Then Reading Nonfiction... Session 6	Book Shop/Week Review		
LT	I can make a plan for how to read each section of the book.	I can read harder texts and remember what is most important about my book.	I will make a plan for how to read each section of the book.	I will infer my own ideas from facts I've read.	I can pick out my just-right books.		
SC	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 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 can participate in meaningful conversations. -I can connect ideas. -I can use sentence starters.	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.	Field Trip		
WW - UoS	Unit 4 Poetry Session 12 (limerick)	Unit 4 Poetry Session 13 (limerick poems)	Unit 4 Poetry Session 14 (haiku)	Unit 4 Poetry Session 15 (haiku poems)			
LT	I am learning to study mentor texts with poets' eyes.	I am learning to match my poem structure to feelings.	I am learning to play with point of view.	I am learning to revise my poems.			
SC	I know I am successful when... - I can listen to mentor poems. - I can distinguish between a list poem and a conversation poem. - I can try to write poems with different structures.	I know I am successful when... - I can examine a poem in several forms. - I can collaborate with others to choose a structure to match the feeling of a poem.	I know I am successful when... - I can pay attention to who's talking. - I can try out my own mask poem to play with point of view.	I know I m successful when ... - I can make my writing better. - I can SHOW, not TELL.			

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GSE	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.			
Phonics - UoS	LC Units of Study: Unit 3 Bend 3 Lesson 18 TE pages 147-154 UOS in Phonics - Getting to Know the Word Part <i>-ture</i> to Help Read and Write Complex Words	LC Units of Study: Unit 3 Bend 3 Lesson 19 TE pages 155-162 UOS in Phonics - Trying Schwa, "The Frustrated Sound," to Solve Tricky Words	LC Units of Study: End of Unit 3 Lesson 20 TE pages 163-168 UOS in Phonics - Let's Celebrate! Making Commercials for the BLC Construction and Demolition Company!	Work 4			
LT	We are learning to identify and use the word part <i>-ture</i> in multisyllabic words.	We are learning that every vowel can sometimes make the /uh/ sound in a word.	We can celebrate our reading and writing by sharing our word building skills with others. We can recall the ways we've learned to tackle BLC words.	We are learning to identify different parts of speech. We are learning to identify the subject and predicate of a sentence.			
SC	I know I will be successful when: - I know <i>-ture</i> is found at the end of big words. - I know that <i>-ture</i> represents the sound /cher/. - I can use what I know about <i>-ture</i> to read multisyllabic words.	I know I will be successful when: - I can sort words into two groups, words that make their usual vowel sounds and words where some vowels make the /uh/ sound. - I know some words are pronounced differently and may be just a difference of opinion. - I can understand that all vowels can sometimes make the schwa sound /uh/ in words. - I can demonstrate flexibility with vowel sounds when decoding unknown words.	I know I will be successful when: - I can name and describe three ways the BLC could help someone. - I can provide an example by spelling a word with a long vowel. - I can use a repertoire of strategies to decode multisyllabic words. - I can use a repertoire of strategies to spell multisyllabic words.	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). - I can identify the naming part (subject) and action part (predicate) of a sentence.			

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GSE	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.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.			
EM - Module	Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Categorical Data TE pages 78-89 Lesson 5: Solve word problems using data presented in a bar graph. Must Do: 1a-d Could Do: 2a-d Extended: Act#3 Design their own surveys and tables and then create graphs and questions to represent and interpret the data. Enrichment: Embarc: https://youtu.be/xzNx4ooU8TA Video Link: https://youtu.be/ltMQiTz5oyk	Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills TE pages 93-104 Lesson 6: Recognize the value of coins and count up to find their total value. Must Do: 1, 2, 5, 6, 7, 8, 11, 12, 14, 15 Could Do: 3, 4, 9, 10, 13 Extended: Enrichment: Embarc: https://youtu.be/Yqv5EIEOARg Video Link: https://youtu.be/t8ir1D1H_OW	Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills TE pages 105-117 Lesson 7: Solve word problems involving the total value of a group of coins. Must Do: 2, 3, 5 Could Do: 1 Extended: 4, 6 Enrichment: Embarc: https://youtu.be/SHE5llo9Br4 Video Link: https://youtu.be/amIEBUNp51s	Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills TE pages 118-131 Lesson 8: Solve word problems involving the total value of a group of bills. Must Do: 2, 3, 6 Could Do: 1, 5 Extended: 4 Enrichment: Embarc: https://youtu.be/xWQAakJA_sY Video Link: https://youtu.be/62ttmkzHC0U			
LT	I can solve word problems using data found in a bar graph.	I can recognize the value of coins and count up to find their total value.	I can solve word problems involving the total value of a group of coins.	I can solve word problems involving the total value of a group of bills.			
SC	I know I am successful when... - I can use information to complete a table. - I can label the graph and scale correctly. - I can shade bars to represent the given number of items. - I can interpret data. - I can answer questions based on information presented in a graph. - I can work with a partner and share my solutions with others.	I know I am successful when... - I can identify and name the coins and their values. - I can sort, order, and count coins from greatest to least to find a total. - I can skip-count by 1s, 5s, and 10s. - I can use place value to help me find the total value of a group of coins. - I can count mixed groups of coins by making ten. - I can write an equation showing the value of coin amounts. - I can use a table to help me find the value of a group of coins.	I know I am successful when... - I can sort, order, and count coins from greatest to least to find a total. - I can skip-count by 1s, 5s, and 10s. - I can use place value to help me find the total value of a group of coins. - I can count mixed groups of coins by making ten. - I can write an equation showing the value of coin amounts. - I can choose a strategy to compare money amounts. - I can determine whether to add or subtract when solving a comparison problem. - I can explain how a number bond and the part-whole tape diagrams are the same.	I know I am successful when... - I can order and count bills from greatest to least to find a total. - I can skip-count by 1s, 5s, and 10s. - I can use place value to help me find the total value of a group of bills. - I can choose a strategy to compare money amounts. - I can determine whether to add or subtract when solving a comparison problem.			

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GSE	S2L.1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. c. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.	S2L.1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. c. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.	S2L.1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. c. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.	S2L.1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. c. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.				
Science Resources	TPT Video- Introduction to Seed Dispersal Seed Dispersal Google Slide Show w/ Videos	Seed Dispersal Mini Book (will make copies for you) If time allows: Seed Dispersal STEM activity (Make a Model of a Maple Seed) Pages 15-17	Video of Bumblebee collecting pollen Pollination Google Slide Show	Animal Pollinators (EPIC book) Pollination Lab pgs. 4-6				
LT	I am learning that animals play a role in dispersing seeds.	I am learning that animals play a role in dispersing seeds.	I am learning that animals play a role in pollination.	I am learning that animals play a role in pollination.				
SC	I know I am successful when... -I know that seeds travel by wind, water, and animals. -I know that some seeds depend on animals to grow in different places.	I know I am successful when... -I know that seeds travel by wind, water, and animals. -I know that some seeds depend on animals to grow in different places.	I know I am successful when... - I know what pollination is. - I understand that some flowers depend on birds, bees, bats, and other insects to pollinate them.	I know I am successful when... - I know what pollination is. - I understand that some flowers depend on birds, bees, bats, and other insects to pollinate them.				