

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: March 28-April 01, 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.		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 7	If/Then Reading Nonfiction... Session 8	PK-2nd	If/Then Reading Nonfiction... Session 9	Book Shop/Week Review		
LT	I will form opinions about nonfiction texts I've read.	I will revise my thinking and keep an open mind as I read.	Field Day	I will teach others about my topic.	I can pick out my just-right books.		
SC	I know I am successful when... -I can participate in meaningful conversations. -I can connect ideas. -I can use sentence starters.	I know I am successful when... -I can be a flexible thinker. -I can use what I read to form new understandings and ideas. -I can ask questions to learn more.		I know I am successful when.. -I can synthesize (combine) information across texts. -I can work with my club to organize ideas -I can organize and present information.	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.	ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media. 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.		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 16 (Cinquain)	Unit 4 Poetry Session 17 (cinquain)		Interactive writing (Introduce different types of poems)	Interactive writing (Introduce different types of poems)		
LT	I am learning to edit my poems.	I am learning to share my poems with others.		I am learning about different types of poems.	I am learning about different types of poems.		
SC	I know I am successful when... - I can use line breaks to show how I want my poem to be read. - I can use punctuation, capitalization, and spelling correctly.	I know I am successful when... - I can participate in collaborative conversations with diverse partners about my poems. - I can take turns speaking and listening with others.		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.	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.		

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GSE	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. ELAGSE2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. 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. ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. ELAGSE2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. 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. ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.		ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. ELAGSE2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. 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. ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	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 4 Bend 1 Lesson 1 TE pages 2-9 UOS in Phonics - Fostering Word Consciousness (Becoming Word Collectors) Read Aloud: The Word Collector (6:34 min)	LC Units of Study: Unit 4 Bend 1 Lesson 2 TE pages 10-16 UOS in Phonics - Collecting Words from Books, Using Context Clues to Discern Meaning *Anticipate that this lesson will be longer than most lessons. Read Aloud: William Steig's Rotten Island		LC Units of Study: Unit 4 Bend 1 Lesson 3 TE pages 17-22 UOS in Phonics - Learning Words Requires Doing Things with Those Words (Drawing, Enacting, Using)	LC Units of Study: Preparation for Mini-Unit 3 Parts of Speech UOS in Phonics - New Unit Mini-Unit 3 Word Work 3 Word Work 4		
LT	We are learning to become more curious about new words.	We are learning that by reading and understanding what a book is saying helps us to figure out what a new word means.		We are learning to get a deeper understanding of a word by making it our own.	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 can collect new and interesting words by listening and talking with others. - I can use knowledge of word parts to spell. - I can determine the meaning of unknown words using context (in a conversation). - I can use words acquired through conversation in different contexts.	I know I will be successful when: - I can study the spellings of expert words and notice the troublemaker parts. - I can use knowledge of word parts and syllables to read and spell. - I can determine the meaning of unknown words. - I can think of synonyms and antonyms to understand word meanings.		I know I will be successful when: - I can use newly acquired words in different contexts. - I can use words acquired through conversation and reading in different contexts. - I can use a word in new ways. - I can find other words like it. - I can create a scrapbook of newly acquired words. - I can illustrate new words for my own word collection.	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.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.	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 132-141 Lesson 9: Solve word problems involving different combinations of coins with the same total value. Must Do: 2, 4, 6, 7 Could Do: 1, 3, 5 Extended: Enrichment: Embarc: https://youtu.be/A4V7K38JwTw Video Link: https://youtu.be/pJvys5paol or https://youtu.be/0Gs4U36bRmA	Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills TE pages 142-151 Lesson 10: Use the fewest number of coins to make a given value. Must Do: 3, 4, 5, 6 Could Do: 1, 2, 8 Extended: 7 Enrichment: Embarc: https://youtu.be/50ID4wbvRc0 Video Link: https://youtu.be/EL4O4IAyupo		Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills TE pages 152-164 Lesson 11: Use different strategies to make \$1 or make change from \$1. Must Do: 1a-d, 2b, 3a, 3c, 3d, 3e Could Do: 2a, 2c, 3b Extended: Enrichment: Embarc: https://youtu.be/mT1hpVS7Jjk Video Link: https://youtu.be/fWsha1tlykU	Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills TE pages 165-176 Lesson 12: Solve word problems involving different ways to make change from \$1. Must Do: 1, 2, 4, 6 Could Do: 3, 7 Extended: 5 Enrichment: Embarc: https://youtu.be/8oVXRu0Bp8M Video Link: https://youtu.be/n7kv-rLK04k		
LT	We are learning to solve word problems involving different combinations of coins.	We are learning to use the fewest number of coins when counting money amounts.		We are learning different strategies to make a dollar or make exchanges from a dollar.	We are learning to solve one- and two-step word problems involving money.		
SC	I know I am successful when... - I can solve word problems using different combinations of coins for the same value, so I can use money correctly. - I can manipulate different combinations of coins to make the same total value. - I can manipulate different combinations of coins in the context of word problems.	I know I am successful when... - I can use the fewest number of coins to make a given amount, so I can use money correctly. - I can find the fewest number of coins. - I can use the fewest coins by exchanging coins for higher-value coins. - I can exchange 10 ones for one ten. - I can use the fewest number of coins for a given total.		I know I am successful when... - I can use different strategies to make \$1 or make change from \$1, so I can use money correctly. - I know that one dollar has the same value as 100 pennies. - I can make change from one dollar using counting on, simplifying strategies, and the relationship between addition and subtraction. - I can make a dollar from a given amount. - I can make change from a dollar. - I can choose a strategy to make a dollar or make change from a dollar.	I know I am successful when... - I can solve word problems involving different ways to make change from \$1, so I can use money correctly. - I know a dollar represents 100 cents. - I can write 100 cents as \$1 in a number sentence. - I can use a simplifying strategy to make change from \$1. - I can use the RDW process for solving word problems. - I can draw a picture or model to represent the problem. - I can share my solution strategies with others.		

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GSE	S2L.1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. a. Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. b. 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. c. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. d. Develop models to illustrate the unique and diverse life cycles of organisms other than humans.	S2L.1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. a. Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. b. 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. c. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. d. Develop models to illustrate the unique and diverse life cycles of organisms other than humans.		S2L.1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. a. Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. b. 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. c. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. d. Develop models to illustrate the unique and diverse life cycles of organisms other than humans.	S2L.1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. a. Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. b. 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. c. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. d. Develop models to illustrate the unique and diverse life cycles of organisms other than humans.		
Science Resources	PPT slides 1-16 Mammals Brain Pop	BrainPop-Dogs BrainPop-Cats Mammals Tab Book- Can. Have.. Are		BrainPop-Dolphins Mammals Tab Book- Students research a mammal and complete research tab	Mammals Tab Book- Diagram and Apply section Review- Study Jams Video		
LT	I am learning about the lifecycle of mammals.	I am learning about the lifecycle of mammals.		I am learning about the lifecycle of mammals.	I am learning about the lifecycle of mammals.		
SC	I know I am successful when... -I know that mammals usually have fur or hair. -I know that mammals usually give live birth and nurse their young. -I know that mammals usually have lungs and are warm-blooded. -I can identify a mammal (pick a mammal from a list of other animals).	I know I am successful when... -I know that mammals usually have fur or hair. -I know that mammals usually give live birth and nurse their young. -I know that mammals usually have lungs and are warm-blooded. -I can identify a mammal (pick a mammal from a list of other animals).		I know I am successful when... -I know that mammals usually have fur or hair. -I know that mammals usually give live birth and nurse their young. -I know that mammals usually have lungs and are warm-blooded. -I can identify a mammal (pick a mammal from a list of other animals).	I know I am successful when... -I know that mammals usually have fur or hair. -I know that mammals usually give live birth and nurse their young. -I know that mammals usually have lungs and are warm-blooded. -I can identify a mammal (pick a mammal from a list of other animals).		