	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		**Week of: March 07-11, 2022**		**Reading, Writing, ELA, Math, Sci, SS**	**Grade Level: 2nd**
GSE	ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.	ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.	ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.	ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.	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 13	Unit 4 Session 14	Unit 4 Session 15	Unit 4 Session 16	Book Shop/Week Review
LT	I can share a book I love with other people.	I can prepare a presentation to share with others about a book I love.	I can share the *most* important details about a series book.	I can debate (share) my opinions about a book.	I can pick out my just-right books.
SC	I know I am successful when... -I can invent ways to share a book that I love with others. (leave notes, write valentines, act out parts, write nominations, or create games) -I can reread a book that I love to get ideas organized to share.	I know I am successful when... -I can notice and learn from the work of my classmates. -I can think of a way to share my book in an extra special way. -I can make a person feel special by the way I share my book.	I know I am successful when... -I can share the things I have learned about the main character of a series book. -I can share about the way the books tend to go. -I can share precise words that an author uses.	I know I am successful when... -I can reread my book to collect evidence to support my opinion. -I can share my opinion with my classmates. -I can listen to my classmate as they share their opinion. -I can give reasons why I have that opinion.	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 5	Unit 4 Poetry Session 6	Unit 4 Poetry Session 7	Unit 4 Poetry Session 8	Interactive writing (Introduce different types of poems)
LT	I am learning to edit poems.	I am learning to use precise, powerful words to make my poems better.	I am learning to create patterns in my poems using repetition.	I am learning to create a mood for my poem.	I am learning about different types of poems.
SC	I know I am successful when... -I can check each line for a capital letter. -I can look at each word I write and ask myself, "Does that look right?" -I can use strategies and resources to correct my spelling.	I know I am successful when... - I can SHOW my feelings with words. - I can use language that makes my poems interesting.	I know I am successful when... - I know that repetition means using the same words more than once. - I know that mentor authors use repetition to draw attention to something important. - I can try using repetition in my poems to create patterns and rhythm.	I know I am successful when... - I know that certain words create a mood. - I can listen to and notice the mood of different poems. - I can try to use language and rhythm to create a mood.	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.	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.	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
Phonics - UoS	LC Units of Study: Unit 3 Bend 2 Lesson 11 TE pages 83 - 92 UOS in Phonics - Using Long I Spelling Patterns to Spell More and More Words (Interactive Editing)	LC Units of Study: Unit 3 Bend 2 Lesson 12 TE pages 93 - 101 UOS in Phonics - Adding Inflected Endings to Words with Long Vowels (Reviewing Words with Long A, E, and I)	LC Units of Study: Unit 3 Bend 2 Lesson 13 TE pages 102-109 UOS in Phonics - Studying and Sorting Long O Spellings to Help You Write Big Words	LC Units of Study: Unit 3 Bend 2 Lesson 14 TE pages 110-118 End of Bend 2 UOS in Phonics - Listening for Long U Spelling Patterns in Words You Know to Spell New Words	LC Units of Study: Unit 3 Bend 2 s 11-14 Review End of Bend 2 UOS in Phonics - Listening for Long Vowel Patterns in Words You Know to Spell New Words

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		**Week of:** March 07-11, 2022		**Reading, Writing, ELA, Math, Sci, SS**	**Grade Level:** 2nd
LT	I am learning that long vowel I can be spelled in many different ways.	I am learning to spell words with word endings (-ing, -es, -ed, and -er).	I am learning that long vowel O can be spelled in many different ways.	I am learning that Long Vowel U can be spelled in many different ways.	I am learning that long vowels can be spelled in many different ways.
SC	I know I will be successful when: -I know that a long vowel I says it's name. -I know that a sneaky e makes the I say it's name. -I know that -igh makes a long vowel I sound. -I know that I on its own makes a long vowel sound when it is at the end of a syllable. -I know that y at the end of a word makes a long vowel I sound. -I can use what I know about long vowel I, to spell words.	I know I will be successful when: -I can form new words with inflectional endings. -I know I can usually drop the final E when adding endings that start with a vowel.	I know I will be successful when: -I know that a long vowel O says it's name. -I know that a sneaky e makes the O say it's name. -I know that oa makes a long vowel O sound. -I know that OW makes a long vowel O sound. -I know that O makes a long vowel sound when it is at the end of a syllable. -I can use what I know about long vowel O, to spell words.	I know I will be successful when: -I know that a long vowel U says it's name. -I know that a sneaky E makes the U say it's name. -I know that OO makes a long vowel U sound. -I know that EW makes a long vowel U sound. -I know that UE makes a long vowel U sound. -I know that U makes a long vowel sound when it is at the end of a syllable. -I can use what I know about long vowel U, to spell words.	I know I will be successful when: -I can identify and use letters that represent the long vowels. -I can understand that there are unusual ways to represent long vowel sounds. -I can use known words to spell unknown words and/or multisyllabic words.
GSE	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.	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.	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. 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. 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. 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.
EM - Module	Module 6 Foundations of Multiplication and Division The Meaning of Even and Odd Numbers TE pages 233-244 Lesson 18: Pair Objects and Skip-Count to Relate to Even Numbers Must Do: 1, 6a-b, 7a-c Could Do: 2 Extended: 3, 4, 5 Enrichment: Embarc: https://youtu.be/286A1GB7vCY Video Link: https://youtu.be/38R17flC0lk	Module 6 Foundations of Multiplication and Division The Meaning of Even and Odd Numbers TE pages 245-256 Lesson 19: Investigate the pattern of even numbers: 0, 2, 4, 6, and 8 in the ones place, and relate to odd numbers. Must Do: 2b (End of Mod), 3 (Standard), 4 (lesson), 5 (ET& Standard) Could Do: 1, 2a (May be necessary for 2b) Extended: Enrichment: Embarc: https://youtu.be/i57LwC_Mino Video Link: https://youtu.be/vodAYrDv10c	Module 6 Foundations of Multiplication and Division The Meaning of Even and Odd Numbers TE pages 257-268 Lesson 20: Use rectangular arrays to investigate odd and even numbers. Must Do: 1a-c, 2d-f Could Do: 2b-c Extended: 3 Enrichment: Embarc: https://youtu.be/nRYmbj5KxSk Video Link: https://youtu.be/39_QTkMjOQA	Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division/The Meaning of Even & Odd Numbers TE pages 269-277 End of Module 6 Review End-of-Module Assessment Task: Topics A–D (assessment 1⁄2 day, return 1⁄2 day, remediation or further applications 1 day) Must Do: End of Module 6 Reviewer Could Do: Topic Quiz C Extended: Enrichment: Embarc: Video Link:	Module 6 Foundations of Multiplication and Division Rectangular Arrays as a Foundation for Multiplication and Division/The meaning of Even & Odd Numbers TE pages 269-277 End of Module 6 Assessment End-of-Module Assessment Task: Topics A–D (assessment 1⁄2 day, return 1⁄2 day, remediation or further applications 1 day) Must Do: End of Mod 6 Assessment/Modified Assessment Could Do: End of Module 6 Reviewer and/or Topic Quiz D Extended: Enrichment: Embarc: Video Link:

	Monday	Tuesday	Wednesday	Thursday	Friday		
Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		**Week of: March 07-11, 2022**		**Reading, Writing, ELA, Math, Sci, SS**	**Grade Level: 2nd**		
LT	I can arrange pairs into two rows and realize that an even number is a repeated sum of twos.	I can investigate the pattern of even numbers and write number sentences to express the sums.	I can use arrays to investigate even and odd numbers.	I can work with equal groups of objects to gain foundations for multiplication. I can reason with shapes and their attributes.	I can work with equal groups of objects to gain foundations for multiplication. I can reason with shapes and their attributes.		
SC	I know I am successful when... - I can pair up objects with none left over. - I can skip-count to relate to even numbers. - I know a number that is twice a whole number (doubles) is even. - I can write number sentences to express an even number.	I know I am successful when... - I can skip-count to relate to even numbers. - I know that a number that occurs when skip-counting by twos is even: 2, 4, 6, 8, ... - I know a number that is twice a whole number (doubles) is even. - I can write number sentences to express an even number. - I can explain a number whose last digit is 0, 2, 4, 6, or 8 is even.	I know I am successful when... - I can pair up objects to create an array. - I can determine whether there are an even or odd number of objects. - I can tell whether a number is odd or even. - I can investigate even and odd numbers by adding different combinations of even and odd addends. - I can write number sentences to express an even or odd number.	I know I am successful when... - I can determine whether a group of objects has an even or odd number of members. - I can write number sentences to express the sum of even numbers. - I can use repeated addition to find the total number of objects arranged in an array. - I can write an equation to express the total as a sum of equal addends. - I can partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	I know I am successful when... - I can determine whether a group of objects has an even or odd number of members. - I can write number sentences to express the sum of even numbers. - I can use repeated addition to find the total number of objects arranged in an array. - I can write an equation to express the total as a sum of equal addends. - I can partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		
GSE	SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.	SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.	SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.	SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.	SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.		
Social Studies Resources	Scarcity and Opportunity Cost PPT	The Doorbell Rang Read Aloud The Doorbell Rang Scarcity Lesson (Tie the book to the idea that the more people that want something, the fewer each person has and the cookies become scarce-not enough to go around.)	Scarcity, opportunity cost passage Scarcity Worksheet	Snakes and Donuts PPT Alternative Option: Make Copies of Pg 5. (or display and work on it together) of the Scarcity Opportunity Cost Activity	Trivia/Buzzer Economics Review Game	You will need playdough for each of your students for Thursday if you choose to do the Snakes and Donuts game.	
LT	I am learning to explain that because of scarcity, people must make choices.	I am learning to explain that because of scarcity, people must make choices.	I am learning to explain that because of scarcity, people must make choices.	I am learning to explain that because of scarcity, people must make choices.	I am learning to explain that because of scarcity, people must make choices.		
SC	I know I am successful when... -I can define scarcity (not enough). -I can define opportunity cost (what's given up when we make choices).	I know I am successful when... -I can define scarcity (not enough). -I can define opportunity cost (what's given up when we make choices).	I know I am successful when... -I can define scarcity (not enough). -I can define opportunity cost (what's given up when we make choices).	I know I am successful when... -I can define scarcity (not enough). -I can define opportunity cost (what's given up when we make choices).	I know I am successful when... -I can define scarcity (not enough). -I can define opportunity cost (what's given up when we make choices).		