

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: April 18-22, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
	Monday	Tuesday	Wednesday	Thursday	Friday		
GSE	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.	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.	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.	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.	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	MAP Assessment Testing- Reading Fluency	MAP Assessment Testing- Reading	Nonfiction Text Features	MAP Assessment Testing- Language	Book Shop		
LT	I can read passages using my storyteller voice.	I can show what I know about reading.	I can find different text features throughout my nonfiction book.	I can show what I know about language.	I can pick out my just-right books.		
SC	-I can sound out words I don't know. -I can read with a just-right pace.	-I can carefully read the question. -I can look through the answers. -I can choose the answer that makes sense.	-I know what text features are. -I can find examples of my text features in my book. -I can label my text features in my story. -I can share the different text features with a partner.	-I can carefully read the question. -I can look through the answers. -I can choose the answer that makes sense.	-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	ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question	ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question	ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question	ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question	ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question		
WW - UoS	<a href="#">Bubble Gum Experiment PPT</a>	<a href="#">Bubble Gum Experiment PPT</a>	<a href="#">Bubble Gum Experiment PPT</a>	<a href="#">Bubble Gum Experiment PPT</a>	<a href="#">Bubble Gum Experiment PPT</a>		
LT	I am learning how to write a lab report.	I am learning how to write a lab report.	I am learning how to write a lab report.	I am learning how to write a lab report.	I am learning how to write a lab report.		
SC	I know I will be successful when... -I can participate in research and writing projects. -I can follow the scientific process and record my observations and results.	I know I will be successful when... -I can participate in research and writing projects. -I can follow the scientific process and record my observations and results.	I know I will be successful when... -I can participate in research and writing projects. -I can follow the scientific process and record my observations and results.	I know I will be successful when... -I can participate in research and writing projects. -I can follow the scientific process and record my observations and results.	I know I will be successful when... -I can participate in research and writing projects. -I can follow the scientific process and record my observations and results.		
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.	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 2 Lesson 8 TE pages 53-60 UOS in Phonics - Using Compound Words to Make New Words	LC Units of Study: Unit 4 Bend 2 Lesson 9 TE pages 61-65 UOS in Phonics - Learning a New Set of Compound Words - With More Independence	LC Units of Study: Unit 4 Bend 2 Lesson 10 TE pages 66-71 UOS in Phonics - Making More and More Words	LC Units of Study: Unit 4 Lesson 11 TE pages 72-77 UOS in Phonics - Compound Creations	LC Units of Study: Preparation for Mini-Unit 3 Parts of Speech UOS in Phonics - New Unit Mini-Unit 3 <a href="#">Word Work 5</a> ( Intro: Pronouns)	Optional: <a href="#">Compound Word Solve</a>	

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LT	We are learning to determine the meaning of compound words.	We are learning to determine the meaning of compound words.	We are learning to determine the meaning of compound words.	We are learning to determine the meaning of compound 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 can discover base words. -I can use my knowledge of base words to create new compound words.	I know I will be successful when: -I can create compound words using base words.	I know I will be successful when: -I can create compound words using base words. -I can break apart compound words to create more compound words.	I know I will be successful when: -I can use sight words to create compound words. -I can spell the word letter-by-letter. -I can write the new word down.	I know I will be successful when: - I can identify pronouns (takes the place of a noun) - 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.		
GSE	MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. MGSE2.MD.2 Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. MGSE2.MD.2 Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. MGSE2.MD.2 Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. MGSE2.MD.2 Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. MGSE2.MD.2 Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		

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EM - Module	Module 7 Problem Solving with Length, Money, and Data: Using An Inch Ruler & Measuring/Estimating Length Using Customary and Metric Units TE pages 199-227 Lesson 14 & 15 Combined: Connect measurement with physical units by using iteration with an inch tile to measure. & Apply concepts to creating and inch rulers. Must Do: Lesson 14 - 1a-d, 2, Lesson 15- (1-5d), 6 a-d Could Do: Lesson 14 - 1e-1h, 5e Extended: 7a-c Enrichment: Embarc: <a href="https://youtu.be/QdYdrzUK1bA">https://youtu.be/QdYdrzUK1bA</a> & <a href="https://youtu.be/EVnNvlusAok">https://youtu.be/EVnNvlusAok</a> Video Link: <a href="https://youtu.be/JliYXg-4TrY">https://youtu.be/JliYXg-4TrY</a> & <a href="https://youtu.be/UbxyVQszTOA">https://youtu.be/UbxyVQszTOA</a>	Module 7 Problem Solving with Length, Money, and Data: Measuring/Estimating Length Using Customary and Metric Units TE pages 228-240 Lesson 16 - Measuring various objects using inch rulers and yardsticks. Must Do: 3, 5 chart Could Do: 2, 4 Extended: 1 Enrichment: 5 Word Problem Embarc: <a href="https://youtu.be/gb-2NmWWXfI">https://youtu.be/gb-2NmWWXfI</a> Video Link: <a href="https://youtu.be/gMWg5mOdEk">https://youtu.be/gMWg5mOdEk</a>	Module 7 Problem Solving with Length, Money, and Data: Measuring/Estimating Length Using Customary and Metric Units TE pages 241-250 Lesson 17 - Develop estimation strategies by applying prior knowledge of length and using mental benchmarks. Must Do: a, d, e, f, h Could Do: b, c, g, i Extended: Enrichment: Embarc: <a href="https://youtu.be/ZP_gJyGCOEs">https://youtu.be/ZP_gJyGCOEs</a> Video Link: <a href="https://youtu.be/Mh5Rlo5hSYs">https://youtu.be/Mh5Rlo5hSYs</a>	Module 7 Problem Solving with Length, Money, and Data: Measuring/Estimating Length Using Customary and Metric Units TE pages 251-260 Lesson 18 - Measure an object twice using different length units and compare; relate measurement to unit size. Must Do: 1, 2, 3, 4, 5a, 5b, 7 Could Do: 6a, 6b Extended: Enrichment: Embarc: <a href="https://youtu.be/nLHfl_7v7r4">https://youtu.be/nLHfl_7v7r4</a> Video Link: <a href="https://youtu.be/qBrmeUyupPk">https://youtu.be/qBrmeUyupPk</a>	Module 7 Problem Solving with Length, Money, and Data: Measuring/Estimating Length Using Customary and Metric Units TE pages 261-272 Lesson 19 - Measure to compare the differences in lengths using inches, feet, and yards. Must Do: 1, 2, 4a, 4b Could Do: 3a-c Extended: Enrichment: Embarc: <a href="https://youtu.be/jFttMjIE8sM">https://youtu.be/jFttMjIE8sM</a> Video Link: <a href="https://youtu.be/ncnJxRvGaz0">https://youtu.be/ncnJxRvGaz0</a>		
LT	I am learning to connect measurement with physical units by using an inch ruler to measure length.	I am learning to measure various objects using inch rulers and yardsticks.	I am learning to develop estimation strategies by using mental benchmarks.	I am learning how to measure and compare different length units.	I am learning how to measure and compare the difference in lengths using inches, feet, and yards.		
SC	<ul style="list-style-type: none"> <li>- I know that the zero point on a ruler is the beginning of the total length.</li> <li>- I know that a length unit is the distance from one hash mark to the next.</li> <li>- I can use the mark and move forward strategy to measure objects.</li> <li>- I know that each number on the ruler indicates the number of length units from zero.</li> <li>- I can measure the length of an object using each hash mark to record each length unit.</li> <li>- I can use an inch ruler to measure and compare objects around the room.</li> </ul>	<ul style="list-style-type: none"> <li>- I know that 12 inches are equal to one foot.</li> <li>- I know that three feet are equal to a yard.</li> <li>- I can choose the appropriate tool and unit to measure the length of an object.</li> <li>- I can measure objects with inch rulers and yard sticks.</li> <li>- I can develop mental images of customary benchmark lengths.</li> <li>- I can measure and compare length.</li> <li>- I can compare length to a yardstick.</li> </ul>	<ul style="list-style-type: none"> <li>- I can develop mental images of customary benchmark lengths.</li> <li>- I can compare length to a yardstick.</li> <li>- I can estimate length using mental benchmarks.</li> <li>- I can estimate the length of an object and measure to check for accuracy.</li> <li>- I know that 12 inches are equal to one foot.</li> <li>- I know that three feet are equal to one yard.</li> <li>- I can choose the appropriate tool and unit to measure the length of an object.</li> <li>- I can measure objects with inch rulers and yard sticks.</li> </ul>	<ul style="list-style-type: none"> <li>- I can measure the same object twice using both customary and metric units.</li> <li>- I know that centimeters are smaller than inches.</li> <li>- I can explain more smaller units are needed to measure the same objects than when measuring a larger object.</li> <li>- I can measure length in centimeter units.</li> <li>- I can measure length in inches.</li> <li>- I can compare centimeters and inches.</li> <li>- I can relate a unit to size.</li> <li>- I can draw a line to a specific length unit.</li> </ul>	<ul style="list-style-type: none"> <li>- I can measure and compare length of objects around the room.</li> <li>- I can determine how much longer one object is than another.</li> <li>- I can compare different lengths using addition and subtraction.</li> <li>- I can record each length and the difference in lengths.</li> <li>- I can compare two lengths and describe the difference using a number sentence.</li> <li>- I can express the differences using standard length units.</li> </ul>		
GSE	S2L1. 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.	S2L1. 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.	S2L1. 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.	S2L1. 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.	S2L1. 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.		

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Science Resources	<a href="#">Epic Book Amphibians</a> by Michelle Levine	<a href="#">Youtube- Amphibians</a>  <a href="#">Amphibians Tab-it (Can. Have. Are)</a>	<a href="#">BrainPop- Frogs</a>  <a href="#">Amphibians Tab-it</a> (Diagram)	<a href="#">Youtube- Frog Life Cycle</a>  <a href="#">Amphibians Tab-it</a> (Research)	<a href="#">Youtube- Frog or Toad?</a>  <a href="#">Amphibians Tab-it (Research and apply)</a>		
LT	I am learning about the lifecycle of amphibians.	I am learning about the lifecycle of amphibians.	I am learning about the lifecycle of amphibians.	I am learning about the lifecycle of amphibians.	I am learning about the lifecycle of amphibians.		
SC	I know I am successful when... -I know that the word 'amphibian' means double-life (water/land). -I know that amphibians have slimy, permeable skin (not feathers, fur, or hair). -I know that amphibians are cold- blooded. -I know that amphibians go through metamorphosis (body changes).	I know I am successful when... -I know that the word 'amphibian' means double-life (water/land). -I know that amphibians have slimy, permeable skin (not feathers, fur, or hair). -I know that amphibians are cold- blooded. -I know that amphibians go through metamorphosis (body changes).	I know I am successful when... -I know that the word 'amphibian' means double-life (water/land). -I know that amphibians have slimy, permeable skin (not feathers, fur, or hair). -I know that amphibians are cold- blooded. -I know that amphibians go through metamorphosis (body changes).	I know I am successful when... -I know that the word 'amphibian' means double-life (water/land). -I know that amphibians have slimy, permeable skin (not feathers, fur, or hair). -I know that amphibians are cold- blooded. -I know that amphibians go through metamorphosis (body changes).	I know I am successful when... -I know that the word 'amphibian' means double-life (water/land). -I know that amphibians have slimy, permeable skin (not feathers, fur, or hair). -I know that amphibians are cold- blooded. -I know that amphibians go through metamorphosis (body changes).		