

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: April 11-15, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
	Monday	Tuesday	Wednesday	Thursday	Friday		
GSE	ELAGSE1R19: Identify basic similarities in and differences between two texts on the same topic	ELAGSE1R19: Identify basic similarities in and differences between two texts on the same topic	ELAGSE1R19: Identify basic similarities in and differences between two texts on the same topic	ELAGSE1R19: Identify basic similarities in and differences between two texts on the same topic	ELAGSE2R110: 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 10	If/Then Reading Nonfiction... Session 11	If/Then Reading Nonfiction... Session 12	If/Then Reading Nonfiction... Session 13	Book Shop/Week Review		
LT	I can identify what is the same and different in books on the same topic.	I will organize information across several texts on the same topic.	I will compare and contrast different styles of books.	I will celebrate my reading.	I can pick out my just-right books.		
SC	I know I will be successful when... -I can identify the different styles of books. -I can compare the styles by asking, "How are they the same?" -I can contrast the styles by asking, "How are they different?"	I know I will be successful when... -I can identify the different styles of books. -I can compare the styles by asking, "How are they the same?" -I can contrast the styles by asking, "How are they different?"	I know I will be successful when... -I can identify the different styles of books. -I can compare the styles by asking, "How are they the same?" -I can contrast the styles by asking, "How are they different?"	I know I will be successful when... -I can identify the different styles of books. -I can compare the styles by asking, "How are they the same?" -I can contrast the styles by asking, "How are they different?"	-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	Lab Report Writing PPT	Lab Report Writing PPT	Lab Report Writing PPT	Lab Report Writing PPT	Lab Report Writing PPT		
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. ELAGSE2R14: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	ELAGSE2L5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely related verbs and closely related adjectives. 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. ELAGSE2R14: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	ELAGSE2L5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely related verbs and closely related adjectives. 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. ELAGSE2R14: 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. ELAGSE2R14: 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.		

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Phonics - UoS	LC Units of Study: Unit 4 Bend 1 Lesson 4 TE pages 23-29 UOS in Phonics - Sorting and Organizing Word Collections	LC Units of Study: Unit 4 Bend 1 Lesson 5 TE pages 30-36 UOS in Phonics - Creating Word Thermometers	LC Units of Study: Unit 4 End of Bend 1 Lesson 6 TE pages 37-42 UOS in Phonics - Sharing Our Word Collections with the World (Word Explosions!)	LC Units of Study: Unit 4 Bend 2 Lesson 7 TE pages 46-52 UOS in Phonics - Learning Compound Words - and the Words that Constitute Them	LC Units of Study: Preparation for Mini-Unit 3 Parts of Speech UOS in Phonics - New Unit Mini- Unit 3 Word Work 4		
LT	We are learning to sort, categorize, illustrate, and share expert words of interest.	We are learning to demonstrate understanding of word relationships and meanings.	We are learning to demonstrate understanding of word relationships and meanings.	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 sort words by function, by meaning, and by emotional charge. I can recognize words with multiple meanings. I can choose precise vocabulary to describe, name, and show action in writing.	I know I will be successful when: -I can recognize and use synonyms. -I can think carefully about the differences between words to pick the best synonym.	I know I will be successful when: -I can grow my vocabulary. -I can create synonyms and antonyms to understand word meanings. -I can expand one word in different ways: synonyms and antonyms.	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 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	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.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.		
EM - Module	Module 7 Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills TE pages 175-185 Lesson 13: Solve two-step word problems involving dollars or cents with totals within \$100 or \$1. Must Do: 1, 3 Could Do: 2, 4 Extended: 5, 6 Enrichment: Embarc: https://youtu.be/IK1q76WLDUM Video Link: https://www.youtube.com/watch?v=eHiTu2NR94E	Mid-Module 7 Review - Counting Coins Must Do: Mid-Module 7 Reviewer Could Do: Topic Quiz B Extended: Money Riddles Enrichment: ABCya! Money Bingo Video Link: Understanding Money	Mid-Module 7 Review - Word Problems with Dollars and Cents Must Do: Mid-Module 7 Reviewer Could Do: Topic Quiz B Extended: Enrichment: Video Link: Mia's Mighty Magic Shop - Solving Money Word Problems	Mid-Module 7 Review- Picture Graph and Bar Graphs Must Do: Mid-Module 7 Reviewer Could Do: Topic Quiz A or Bar Graph Activities Extended: Conduct class survey, collect data, and generate comparison questions. Enrichment: Video Link: Picture Graphs, Bar Graphs 1 , and Bar Graphs 2	Mid-Module 7 Assessment Problem Solving with Length, Money, and Data: Problem Solving with Coins and Bills TE pages 186-198 Mid-Module Assessment: Topics A–B (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day) Must Do: Mid-Module Assessment Task Could Do: Modified Assessment Extended: Enrichment:		
LT	I can solve two step word problems with dollars and cents.	I can count a group of coins to find the total amount of money.	I can solve word problems to find the total value of coins.	I can draw a bar graph or pictograph to represent a given data set.	I can show what I know about graphing and counting coins.		

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SC	I know I am successful when... -I know that 100 cents are also \$1. -I can read the problem to myself. -I can draw squares to represent dollars and circles to represent cents. -I can use clues to figure out if I am adding or subtracting. -I can write a number sentence. -I can write a complete sentence to show my answer.	I know I am successful when... -I know that a penny is worth 1 cent. -I know that a nickel is worth 5 cents. -I know that a dime is worth 10 cents. -I know that a quarter is worth 25 cents. -I can draw squares to represent dollars and circles to represent cents. -I can add touch points to the coins. -I can count the large coins first.	I know I am successful when... -I can read the problem to myself. -I can draw squares to represent dollars and circles to represent cents. -I can use clues to figure out if I am adding or subtracting. -I can write a complete sentence to show my answer. -I know that I have to add the cent sign or dollar sign when talking about money.	I know I am successful when... - I know the difference between a bar graph and pictograph. - I can create a title for my graph. - I can label the categories and scale correctly. - I can shade bars or draw pictures to represent the given number of items. - I can answer questions about a graph I've created.	I know I am successful when... -I can count a group of coins. -I can draw pictures to show counting coins. -I can read the word problems carefully. -I can use clues to figure out if I am adding or subtracting. -I can draw a graph to represent a given data set. -I can answer a word problem with a complete sentence.		
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.		
Science Resources	**As you are learning about chickens this week, be sure to relate the lifecycle to ALL birds, not just chickens. Also, as you read the book aloud to the class, notice the nonfiction text features that help you learn more information on birds. What is a bird?	Lifecycle of a Chicken- EPIC Book Test -Google Form, Review as class or make a copy for each student in Google Classroom Chick Tab-it - Can, Have, Are Tab	Video of chicken hatching -it is a personal video so my kids and I are talking in the background, sorry. Chick Tab-it - Research Tab	Chicken and Duck PPT Chick Tab-it - Cut and Paste Lifecycle tab, Diagram labeling Tab	Chick Tab-it - Apply Tab, Write all you've learned about birds. (any birds, not just chickens)		
LT	I am learning about the lifecycle of birds.	I am learning about the lifecycle of birds.	I am learning about the lifecycle of birds.	I am learning about the lifecycle of birds.	I am learning about the lifecycle of birds.		
SC	I know I am successful when... -I know that birds usually have feathers. -I know that birds lay eggs. -I know that birds have wings and usually fly. -I can identify a bird (pick a bird from a list of other animals).	I know I am successful when... -I know that birds usually have feathers. -I know that birds lay eggs. -I know that birds have wings and usually fly. -I can identify a bird (pick a bird from a list of other animals).	I know I am successful when... -I know that birds usually have feathers. -I know that birds lay eggs. -I know that birds have wings and usually fly. -I can identify a bird (pick a bird from a list of other animals).	I know I am successful when... -I know that birds usually have feathers. -I know that birds lay eggs. -I know that birds have wings and usually fly. -I can identify a bird (pick a bird from a list of other animals).	I know I am successful when... -I know that birds usually have feathers. -I know that birds lay eggs. -I know that birds have wings and usually fly. -I can identify a bird (pick a bird from a list of other animals).		