

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: May 02-06, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
	Monday	Tuesday	Wednesday	Thursday	Friday		
GSE	ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, 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 Fairytales (U5) Session 5	If/Then Reading Fairytales (U5) Session 6	If/Then Reading Fairytales (U5) Session 7	If/Then Reading Fairytales (U5) Session 8	Book Shop/Week Review		
LT	I can put on the hat of the director so that I can pay attention to how the character does things.	I can become a storyteller.	I can understand the extra special language an author uses.	I can understand the author's playful language.	I can pick out my just-right books.		
SC	I know I am successful when... -I can pay attention to what and why the character does things. . -I can pay attention to the way characters talk (dialogue tags), the words they choose.	I know I am successful when... -I can understand what makes a great storyteller. -I can pay close attention to the storyteller's voice. -I can help create a list of things I noticed about the storyteller. -I can practice my best storyteller voice.	I know I am successful when... -I can notice extra special language in a story. -I can think why the author used those words. -I can share the extra special language I noticed in my book with my partner.	I know I am successful when... -I can notice playful words that can mean different things. -I can use what is happening in the story to figure out what the author meant. -I can find playful language in a joke. -I can share the playful language I found in my book.	-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	ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include prewriting. ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers. ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include prewriting. ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers. ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include prewriting. ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers. ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include prewriting. ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers. ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include prewriting. ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers. ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.		

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WW - UoS	Writing Adaptations of Fairy Tales Pages 30-35 Fairy Tale Graphic Organizer Page 3	Writing Adaptations of Fairy Tales Pages 36-48 Fairy Tale Graphic Organizer Pages 4 and 5	Writing Adaptations of Fairy Tales Pages 49-53 Fairy Tale Graphic Organizer Pages 6-9	Writing Adaptations of Fairy Tales Pages 49-53 Fairy Tale Graphic Organizer Pages 6-9	Writing Adaptations of Fairy Tales Pages 55-59 Fairy Tale Graphic Organizer Pages 6-9		
LT	I am learning to write adaptations of fairy tales.	I am learning to write adaptations of fairy tales.	I am learning to write adaptations of fairy tales.	I am learning to write adaptations of fairy tales.	I am learning to write adaptations of fairy tales.		
SC	I know I am successful when... -I know what a fairy tale is. -I know what elements make up a fairy tale. -I can think about how my fairy tale will begin. -I can create an introduction that uses fairy tale language. (Once upon a time, Once there was, Once there lived..., etc.)	I know I am successful when... -I know what a fairy tale is. -I know what elements make up a fairy tale. -I can add fairy tale elements to my plan such as magic. -I can think about the problem and solution of my fairy tale. -I can create a middle and end to my fairy tale.	I know I am successful when... -I know what a fairy tale is. -I know what elements make up a fairy tale. -I can follow the writing process and begin writing my fairy tale. (Write, Write, Write)	I know I am successful when... -I know what a fairy tale is. -I know what elements make up a fairy tale. -I can follow the writing process and finish writing my fairy tale. (Write, Write, Write)	I know I am successful when... -I know what a fairy tale is. -I know what elements make up a fairy tale. -I can follow the writing process and revise and edit my writing my fairy tale. (Make it better & Fix all the things)		
GSE	ELAGSE2L4: a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 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.	ELAGSE2L4: a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 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.	ELAGSE2L4: a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 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.	ELAGSE2L4: a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 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.	ELAGSE2L4: a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 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.		
Phonics - UoS	LC Units of Study: Unit 4 - Bend 3 Lesson 15 TE pages 99-106 UOS in Phonics - Checking the Meaning of Words Using the Words around Them	LC Units of Study: Unit 4 - Bend 3 Lesson 16 TE pages 107-114 UOS in Phonics - Noticing When Letter Combinations Act as a Prefix and When They Don't	LC Units of Study: Unit 4 - Bend 3 Lesson 17 TE pages 115-122 UOS in Phonics - Investigating How Suffixes Affect the Meaning of Words	LC Units of Study: Unit 4 - Bend 3 Lesson 18 TE pages 123-129 UOS in Phonics - Learning New Suffixes: -ful and -less	LC Units of Study: Unit 4 - Bend 3 Lesson 19 TE pages 130 -134 UOS in Phonics - Using Our Word Collections as We Write/Create A Word Collectors' Pledge		
LT	We are learning that prefixes are word parts that affect the meanings of words.	We are learning that prefixes are word parts that affect the meanings of words.	We are learning that suffixes are word parts that affect the meanings of words.	We are learning that suffixes are word parts that affect the meanings of words.	We are learning to study our word collections and use precise words in our writing.		
SC	I know I will be successful when: -I can recognize prefixes as word parts. -I can use word parts, including prefixes, to solve multisyllabic words in reading. -I can use sentence-level context to determine the meaning of words with a prefix. -I can determine the meaning of unfamiliar base words using the meaning of familiar prefixes.	I know I will be successful when: -I can determine if a group of letters is functioning as a prefix. -I can study prefix and base words. -I can use context clues to figure out the meaning of tricky prefix words.	I know I will be successful when: -I can recognize suffixes as word parts. -I know that suffixes can affect the meaning of base words. -I can use sentence-level context to determine the meaning of words with a suffix.	I know I will be successful when: -I can recognize suffixes as word parts that carry meaning. -I can use sentence-level context to determine the meaning of words with a suffix. -I can form words that are related by attaching suffixes to a base word.	I know I will be successful when: -I can identify a prefix added to a base word. -I can identify a suffix added to a base word. -I can form words using prefixes and suffixes. -I can review the meaning of previously learned prefixes and suffixes. -I can use knowledge of prefixes and suffixes in my writing.		

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GSE	<p>MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>MGSE2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p>MGSE2.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.</p> <p>MGSE2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>	<p>MGSE2.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.</p> <p>MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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. For example, an inch is longer than a centimeter.</p> <p>MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>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.</p> <p>MGSE2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.</p> <p>MGSE2.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.</p> <p>MGSE2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p> <p>MGSE2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>MGSE2.MD.10 Draw a picture graph and a bar graph.</p>	<p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>	<p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>	<p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>		

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EM - Module	Module 7 Problem Solving with Length, Money, and Data: Displaying Measurement Data TE pages 340-349/350-363 Lessons 25 & 26 Combined - Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data. Must Do: Lesson 25 - Create 1, 2, 2a Lesson 26 - 2a, 2b Could Do: Lesson 25 - 1a-b, 2b Lesson 26 - 1a-b, 1e, 2c Extended: Lesson 25 - 2c-d Lesson 26 - 1c-d Enrichment: Embarc: https://youtu.be/9jtd5Hff8NA & https://youtu.be/NK_obmVTb9k Video Link: https://youtu.be/c8wnYlvoeTo	Module 7 Problem Solving with Length, Money, and Data: Displaying Measurement Data TE pages 364-374 End of Module Assessment Task Must Do: End of Module 7 Task Could Do: Topic Quizzes C, D, E, F or Modified End of Module Task Extended: Enrichment: Embarc: https://drive.google.com/drive/folders/1VQLyWaVA1rxMrEPtgoHHdLtz0wtRIQjZ Topic Quizzes C&D: https://docs.google.com/document/d/1hivWDFBc3xOjxLHuhCzt9xroilF7iwMI5kc0hxKDPzY/edit?usp=sharing Topic Quiz E: https://docs.google.com/document/d/1q6XYmqMsZo3Dkg8D7NsJWaSNCXbfnF1WtMW/Qo0cgCaA/edit?usp=sharing Topic Quiz F: https://docs.google.com/document/d/1Km5c-hXM1eKN7-bnZAJkl1chm_w0glUVyfuVmXbS9sU/edit?usp=sharing	Module 8 Attributes of Geometric Shapes: Lessons 1&2 Combined TE pages 11-38 Lessons 1: Describe two-dimensional shapes based on attributes. Lesson 2: Build, identify, and analyze two-dimensional shapes with specified attributes. Must Do: Lesson 1- 1d, f, g, h, i, 2e Lesson 2 - 1a-d, 3a, 4, 2b Could Do: Lesson 1- 1a, b, c, e, 2a Lesson 2 - 1e-g, 1k, 1l Extended: Lesson 1- 2b, c, d, 3, 4 Lesson 2- 1i, 1h, 1j, 3b Enrichment: Embarc: https://youtu.be/Dg4rAc60l8 & https://youtu.be/_Jolig8cDS4 Video Link: https://youtu.be/Hbb3Kph6Blg & https://youtu.be/ccj4m461upg	Module 8 Attributes of Geometric Shapes Lesson 3 TE pages 39-55 Lesson 3 - Use attributes to draw different polygons including triangles, quadrilaterals, pentagons, and hexagons. Must Do: 1a, 1c, 1d, 1b Could Do: 2a-d Extended: 1e Enrichment: Embarc: https://youtu.be/EGnYMbMPqpM Video Link: https://youtu.be/jcV0i-Hp2N8	Module 8 Attributes of Geometric Shapes Lesson 4 Focus-Vocabulary TE pages 56-68 Lesson 4 - Use attributes to identify and draw different quadrilaterals including rectangles, rhombuses, parallelograms, and trapezoids. Must Do: 2, 3d, 3a-c, 3f, 5 Could Do: 3e, 3g, 3h, 7 Extended: 4, 6 Enrichment: Embarc: https://youtu.be/6lP62UGWyRQ Video Link: https://www.youtube.com/watch?v=Hbb3Kph6Blg (review) or https://youtu.be/Gfx1Xd5_eaU		
LT	I am learning how to draw a line plot to represent a given data set.	I can show what I know about measurement and data sets.	I am learning to identify, describe, and build two dimensional shapes with specific attributes.	I can use attributes to draw different polygons like triangles, quadrilaterals, pentagons, and hexagons.	I am learning to use attributes to identify and draw different quadrilaterals.		
SC	I know I am successful when... -I can use a data chart to create a data plot. -I can label the line plot units. -I can answer questions based on the data set.	I know I am successful when... -I can estimate the length of objects. -I can use a ruler to measure items with inches and centimeters. -I know that I will use more centimeters because they are the smaller unit. -I know which measurement to use when measuring objects (inches, feet, yards). -I can find numbers on a number line. -I can use a data chart to create a data plot and answer questions about it. -I can use a data chart to create a bar graph and answer questions.	I know I am successful when... -I know that almost all shapes have sides and angles. -I can count how many sides and angles a shape has. -I can identify each polygon based on it's sides and angles. -I can build a polygon based on it's sides and angles.	I know I am successful when... -I can use a ruler to draw a polygon with given attributes. -I can draw different examples of a polygon with the same attributes.	I know I am successful when... -I know that a quadrilateral is a four-sided polygon with four angles. -I know that there are many types of quadrilaterals: trapezoid, parallelogram, rectangle, square, and rhombus. -I know that a square corner is the shape of an L. -I know that parallel lines are two lines that do not cross.		

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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	Brain Pop- Reptiles Epic What is a Reptile? Just Pages 4-7 Use the National Geographic website to read about different reptiles. (Scroll to the bottom first and read "About Reptiles" overview. Then allow students to vote on a couple of reptiles to explore further using the website.)	Mystery Science - Can a turtle live outside its shell? Reptiles Interactive Powerpoint	Reptiles Webquest Assign on Google Classroom or make copies. Students work together in pairs or groups to complete the sections.	Reptiles Webquest- Continued Assign on Google Classroom or make copies. Students work together in pairs or groups to complete the sections.	Kahoot - Reptiles (Do this as a whole group activity choosing ONE student to answer each question on ONE computer. There's only 5 questions so it won't take long) After the Kahoot, divide students into equal groups of 3 or 4. Give each group a copy of the lifecycle pictures , a glue stick, scissors, and chart paper. Each group will work together to create the 3 different life cycle diagrams (turtle, alligator, snake) on their chart. They will cut, paste, and label each picture and life cycle diagram. Students will share.			
LT	I am learning about the lifecycle of a reptile.	I am learning about the lifecycle of a reptile.	I am learning about the lifecycle of a reptile.	I am learning about the lifecycle of a reptile.	I am learning about the lifecycle of a reptile.			
SC	I know I am successful when... -I know that reptiles hatch from eggs. -I know that reptiles are cold-blooded. -I know that reptiles are vertebrates (have backbones). -I know that reptiles have scales, bony plates, or both. -I know that reptile gender (female/male) is determined by the temperature of the eggs.	I know I am successful when... -I know that reptiles hatch from eggs. -I know that reptiles are cold-blooded. -I know that reptiles are vertebrates (have backbones). -I know that reptiles have scales, bony plates, or both. -I know that reptile gender (female/male) is determined by the temperature of the eggs.	I know I am successful when... -I know that reptiles hatch from eggs. -I know that reptiles are cold-blooded. -I know that reptiles are vertebrates (have backbones). -I know that reptiles have scales, bony plates, or both. -I know that reptile gender (female/male) is determined by the temperature of the eggs.	I know I am successful when... -I know that reptiles hatch from eggs. -I know that reptiles are cold-blooded. -I know that reptiles are vertebrates (have backbones). -I know that reptiles have scales, bony plates, or both. -I know that reptile gender (female/male) is determined by the temperature of the eggs.	I know I am successful when... -I know that reptiles hatch from eggs. -I know that reptiles are cold-blooded. -I know that reptiles are vertebrates (have backbones). -I know that reptiles have scales, bony plates, or both. -I know that reptile gender (female/male) is determined by the temperature of the eggs.			