

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: May 16-20, 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 13	If/Then Reading Fairytales (U5) Session 14	If/Then Reading Fairytales (U5) Session 15	If/Then Reading Fairytales (U5) Session 16	If/Then Reading Fairytales (U5) Session 17		
LT	I am learning to recognize character types and make a prediction.	I am learning to recognize character types and think of other stories with the same type.	I am learning to compare and contrast different versions of the same fairytale (Cinderella).	I can learn lessons from the books I read.	I can share lessons that I have learned from the characters in my books.		
SC	I am successful when... -I can notice different character types in my story (villain, hero, heroine, sidekick, fairy godmother, etc.) -I can think about what I know about these different character types. -I can make a prediction of what's going to happen next. -I can ask myself "Who is the hero and who is the villain?" and "What does this make me think about who will win and who will lose or what will happen next?"	I know I am successful when... -I can notice different character types in my story (villain, hero, heroine, sidekick, fairy godmother, etc.) -I can think if I have found similar characters in another book to the one, I found in my story. -I can compare and contrast the two characters.	I know I am successful when... -I can imagine a new version of fairytales, folktales, and fables. -I know that the characters, setting and time period influences the story line or plot. -I can compare the characters, setting, problem and solution in my books.	I am successful when... -I can notice behaviors or actions that contribute the character's trouble. -I can ask myself "Whose point of view pays off in this story?", "What lesson did I learn?", "What character do I relate to?"	I know I am successful when... -I can imagine how I can live my own life differently because of what my characters have learned.		

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GSE	<p>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.</p> <p>ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>a. May include prewriting.</p> <p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>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.</p> <p>ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>a. 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WW - UoS	<p>Writing Adaptations of Fairy Tales</p> <p>This week, students will do a directed drawing and then complete a planning sheet about thier directed drawing.</p> <p>(Focus on Setting)</p> <p>Display Setting Planning Sheet pgs. 5-6</p> <p>Option: Directed Drawing Setting (Castle in the Sky)</p>	<p>Writing Adaptations of Fairy Tales (Focus on main characters)</p> <p>Display Character Planning Sheet Pg. 4</p> <p>Option: Directed Drawing characters (best friends or siblings)</p>	<p>Writing Adaptations of Fairy Tales (Focus on Villian)</p> <p>Display Character Planning Sheet Pg. 4</p> <p>Option: Directed Drawing Villian-Griffin</p>	<p>Writing Adaptations of Fairy Tales</p> <p>Now that we have planned our characters and setting, begin drafting a fairy tale by first thinking through the plot (problem and solution) and then writing the beginning, middle, and end.</p>	<p>Writing Adaptations of Fairy Tales</p> <p>.Add in details to your fairy tales such as adjectives and adverbs to make your fairy tale more precise and interesting to read.</p> <p>After you are done with the drafting process, go back and reread. Edit and revise to clarify and be ready to share at the end of class.</p>		
LT	I can follow the writing process to write an adaptation of a fairy tale.	I can follow the writing process to write an adaptation of a fairy tale.	I can follow the writing process to write an adaptation of a fairy tale.	I can follow the writing process to write an adaptation of a fairy tale.	I can follow the writing process to write an adaptation of a fairy tale.		
SC	<p>I know I am successful when...</p> <p>~I can pick an idea and plan it out.</p> <p>~I can plan the heroes and villains.</p> <p>~I can plan the setting of my fairy tale.</p> <p>~I can think about which fairy tale elements or what kind of magic I want to include.</p>	<p>I know I am successful when...</p> <p>~I can plan the beginning, middle, and end.</p> <p>~I can think about what my villain wants.</p> <p>~I can think about what problem my character is facing and how it will be solved.</p>	<p>I know I am successful when...</p> <p>~I can begin with a great introduction to hook my readers.</p> <p>~I can write, write, write.</p> <p>~I can get my ideas down on paper.</p> <p>~I can make sure to read and reread so that my fairy tale makes sense.</p>	<p>I know I am successful when...</p> <p>~I can write, write, write.</p> <p>~I can get my ideas down on paper.</p> <p>~I can make sure to read and reread so that my fairy tale makes sense.</p> <p>~I can add details, descriptions, and dialogue to make it more interesting.</p> <p>~I can write a great ending.</p>	<p>I know I am successful when...</p> <p>~I can revise and edit my writing to correct all my mistakes and make it better.</p> <p>~I can capitalize names (of people, places, holidays, towns, etc.) and punctuate each sentence correctly.</p> <p>~I can correct any spelling mistakes.</p> <p>~I can share my writing with others.</p>		

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GSE	<p>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). 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.</p> <p>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. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE2L5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>ELAGSE2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>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). 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.</p> <p>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. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE2L5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>ELAGSE2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>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). 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.</p> <p>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. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE2L5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>ELAGSE2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>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.</p>	<p>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.</p>		
Phonics - UoS	<p>LC Units of Study: Mini-Unit 3 Yes, They Can: Exploring Parts of Speech</p> <p>Lesson 5 TE pages 107-110</p> <p>UOS in Phonics: Growing Collections of Nouns, Verbs, and Adjectives with Word Explosions</p>	<p>LC Units of Study: Mini-Unit 3 Yes, They Can: Exploring Parts of Speech</p> <p>Lesson 6 TE pages 111-118</p> <p>UOS in Phonics: Precise Nouns, Verbs, and Adjectives Make Awesome Mind Movies!</p>	<p>LC Units of Study: Mini-Unit 3 Yes, They Can: Exploring Parts of Speech</p> <p>Lesson 7 TE pages 119-122</p> <p>UOS in Phonics: Creating a New Alphabet Chart</p>	<p>LC Units of Study: Mini-Unit 3 Parts of Speech</p> <p>Yes, They Can: Exploring Parts of Speech</p> <p>Extension Lessons</p> <p>UOS in Phonics - (Word Work 7)</p> <p>Review Different Parts of Speech</p> <p>Include Adverbs</p>	<p>LC Units of Study: Mini-Unit 3 Parts of Speech</p> <p>Yes, They Can: Exploring Parts of Speech</p> <p>Extension Lessons</p> <p>UOS in Phonics - (Word Work 7)</p> <p>Review Different Parts of Speech</p> <p>Include Adverbs</p>		
LT	<p>We are learning to collect entire categories of words.</p> <p>I can use collections of words in interesting ways.</p>	<p>We are learning to collect entire categories of words.</p> <p>I am learning to reach for precise words that will help me say exactly what they want to say.</p>	<p>We can celebrate by sharing our word collections with others.</p> <p>We can demonstrate our knowledge of the different parts of speech by creating a themed alphabet chart.</p>	<p>We are learning to identify different parts of speech.</p> <p>We are learning to identify the subject and predicate of a sentence.</p>	<p>We are learning to identify different parts of speech.</p> <p>We are learning to identify the subject and predicate of a sentence.</p>		

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SC	I know I will be successful when: I can create a word web categorizing words from the same part of speech. I can choose a category and generate new words that fit into that category. I can create a visual thesaurus and include little definitions and or illustrations.	I know I will be successful when: - I can identify a verb. - I know that an adverb describes a verb and tells "how" the verb is happening. - I can use an adverb to better describe a verb. - I can revise my writing using more precise nouns, verbs, adjectives, adverbs, and phrases. - I can make my writing crystal clear for my readers.	I know I will be successful when: I can identify and name the different parts of speech and their purpose. I can share a favorite part of speech with words and illustrations. I can work with a partner to create a "Word Collector Chart" featuring some of the words I've studied. I can invent new words that convey a particular meaning. I can take the "Word Collector Pledge" adding some of my expert knowledge.	I know I will be successful when: - I can identify an adverb (describes a verb) - I can identify pronouns (takes the place of a noun) - I can explain that a pronoun can take 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.	I know I will be successful when: - I can identify an adverb (describes a verb) - I can identify pronouns (takes the place of a noun) - I can explain that a pronoun can take 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	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. Review 2.NBT.2, 2.NBT.5, 2.NBT.6 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.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. Review 2.NBT.2, 2.NBT.5, 2.NBT.6 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.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. Review 2.NBT.2, 2.NBT.5, 2.NBT.6 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.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. Review 2.NBT.2, 2.NBT.5, 2.NBT.6 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.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		

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EM - Module	Module 8 Halves, Thirds, and Fourths of Circles and Rectangles Lesson 5 ART- Mrs. Carter Focus-CUBE TE pages 166-177 Lesson 12 - Recognize that equal parts of an identical rectangle can have different shapes. Must Do: 1a, 1b, 1c Could Do: 2, 3 Extended: 4 Enrichment: Embarc: https://youtu.be/8ZCSyWgiw0Q Link: https://youtu.be/ELLaYIEgHsU Video	Module 8 Application of Fractions to Tell Time Lesson 5 ART- Mrs. Carter Focus-CUBE TE pages 180-192 & 205-224 Lessons 13 & 15 - Construct a paper clock by partitioning a circle into halves and quarters and tell time to the half hour or quarter hour. Tell time to the nearest five minutes; relate a.m. and p.m. to time of day. Must Do: (Vocabulary) Lesson 13: 2a-d, 3 Lesson 15: 2a-b, 4 Could Do: Lesson 13: 1 Extended: Enrichment: Embarc: https://youtu.be/vHeduKqQcTM and https://youtu.be/KdN1HLRV-gQ Video Links: https://youtu.be/lDgPiSHmq4 and https://youtu.be/0KsJ5IyOa48	Module 8 Application of Fractions to Tell Time Lesson 5 ART- Mrs. Carter Focus-CUBE TE pages 193-204 & 205-224 Lessons 14 & 15 - Tell time to the nearest five minutes. Tell time to the nearest five minutes; relate a.m. and p.m. to time of day. Must Do: ALL 1-4 Could Do: Extended: Enrichment: Embarc: https://youtu.be/aE-n1_3qqsI and https://youtu.be/KdN1HLRV-gQ Video Link: https://youtu.be/WkHkfdWl8bM and https://youtu.be/0KsJ5IyOa48	Module 8 Application of Fractions to Tell Time Lesson 5 ART- Mrs. Carter Focus-CUBE TE pages 225-235 Lesson 16 - Solve elapsed time problems involving whole hours and a half hour. Must Do: 1a-e, 2b, 2c Could Do: 2a, 2d Extended: Enrichment: Embarc: https://youtu.be/0uXtcatkweg Video Link: https://youtu.be/xr3ims-TQdk	Module 8 Time, Shapes, and Fractions as Equal Parts of Shapes End of Module Assessment Task Lesson 5 ART- Mrs. Carter Focus-CUBE TE pages 236-246 Must Do: End of Module Assessment Could Do: Modified Assessment Task and/or Gr2 Mod8 Topic C Quiz Gr2 Mod8 Topic D Quiz Extended: Enrichment:		
LT	I am learning to recognize that equal parts of an identical rectangle can have different shapes.	I am learning how to apply fraction and skip-counting skills to telling time. I am learning how to relate a.m. and p.m. to time of day.	I am learning how to tell time to the nearest five minutes. I am learning how to tell time by counting numbers on the clock face for the minute hand and hour hand. I am learning how to relate a.m. and p.m. to time of day.	I am learning how to solve word problems that involve elapsed time. I am learning how to relate a.m. and p.m. to time of day.	I can demonstrate my understanding of telling time, naming and describing shapes, and fractions as equal parts of shapes.		
SC	I can divide a shape into equal parts in more than one way. I can prove the equality of halves with different shapes. I can partition a rectangle into two squares, two rectangles, or two triangles. I can describe the parts of a whole as halves, thirds, or fourths. I can create multiple shapes using equal shares.	I can tell time using an analog clock. I can partition a circle into halves and fourths (quarters). I can label the numbers on a clock. I can relate 60 minutes to 1 hour. I can relate 30 minutes to a half hour. I can relate 15 minutes to a quarter hour. I can determine whether the time shown would be a.m. or p.m. I can view pictures of everyday activities and determine whether it is a.m. or p.m. I can represent time on a digital clock.	I can tell time using an analog clock. I can relate each number on a clock face to 5-minute intervals. I can use skip-counting to count up and down from 60 by 5s. I can label the numbers on a clock. I know that 60 minutes = 1 hour. I know that 30 minutes = a half hour. I know that 15 minutes = a quarter hour. I can determine whether the time shown would be a.m. or p.m. I can view pictures of everyday activities and determine whether it is a.m. or p.m. I can represent time on a digital clock.	I can tell time using an analog clock. I can solve elapse time problems using whole hours and a half hour. I can use subtraction to solve word problems involving time intervals. I can determine how much time has passed between each interval. I can tell the time interval in days. I know that 60 minutes = 1 hour. I know that 30 minutes = a half hour. I know that 15 minutes = a quarter hour. I can determine whether the time shown would be a.m. or p.m.	I can match each shape to its attributes. I can partition a circle and rectangle into two, three, and four equal shares. I can describe the parts of a whole as halves, thirds, and fourths. I can tell time using an analog clock. I know that 60 minutes = 1 hour. I know that 30 minutes = a half hour. I can relate 15 minutes to a quarter hour. I can determine whether the time shown would be a.m. or p.m. I can draw the hands on an analog clock to match the time on a digital clock.		

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: May 16-20, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
	Monday	Tuesday	Wednesday	Thursday	Friday		
	<p>"SS2H1 Describe the lives and contributions of historical figures in Georgia history. e. Juliette Gordon Low (Girl Scouts and leadership) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live. SS2CG2 Identify the following elected officials of the executive branch and where they work: a. President (leader of our nation) and Washington, D.C. – White House SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion."</p>	<p>"SS2H1 Describe the lives and contributions of historical figures in Georgia history. e. Juliette Gordon Low (Girl Scouts and leadership) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live. SS2CG2 Identify the following elected officials of the executive branch and where they work: a. President (leader of our nation) and Washington, D.C. – White House SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion."</p>	Honor's Day Practice	Honor's Day Practice	Honor's Day		
GSE							
Science Resources	Juliette Gordon Low PPT	Juliette Gordon Low Songs and Activities					
LT	I can describe the contributions and character traits of Juliette Gordon Low.	I can describe the contributions and character traits of Juliette Gordon Low.					
SC	I will be successful when... ~I can identify the positive character traits Juliette Gordon Low showed.	I will be successful when... ~I can identify the positive character traits Juliette Gordon Low showed. ~I can describe how Juliette Gordon Low contributed to Georgia's history. ~I can explain how Juliette Gordon Low changed her city, state, and nation for the better.					