

Teacher: E. Johns, S. Kinstle, C. Henson, M. Cox, J. Brewer, C. Waters		Week of: September 13-17, 2021		Reading, Writing, ELA, Math, Sci, SS		Grade Level: 2nd Grade	
		Monday	Tuesday	Wednesday	Thursday	Friday	
GSE	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.	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.	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.	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.	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.	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.	
Reading -UoS	Unit 1 Session 11	Unit 1 Session 12	Unit 1 Session 13	Unit 1 Session 14	Week Review/Book Shop		
LT	I can work hard to solve tricky words.	I can monitor my own reading.	I can work hard to solve tricky words.	I can identify an author's intentions.	I can pick out just right books.		
SC	I can read a brand new work and stop to think "Wait... wat does this word really mean?"	I can pay attention as I'm reading. When something doesn't make sense or sound right, I stop and try to fix my mistake.	I can notice the ways an author makes me react when I'm reading a book.	I can notice the ways an author makes me react. I can notice the craft moves an author makes. I can try them out in my own writing.	I can select a reasonable number of books that I want to read. I can pick out books that are not too easy or too hard.		
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.	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.	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.	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.	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.		
Writing - UoS	Unit 1 Session 11	Unit 1 Session 12	Unit 1 Session 13	Unit 1 Session 14	Interactive Writing		
LT	I can write a personal narrative.	I can write a personal narrative.	I can write a personal narrative.	I can write a personal narrative.	I can learn about writing from others.		
SC	I can try out craft moves in my own writing.	I can make sure the craft moves I try make my writing better.	I can revise my word choices to make sure they bring out the meaning of my writing.	I can edit my writing to make it easier to read.	I can participate in interactive writing.		
GSE	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 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. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.e. Identify words with inconsistent but common spelling-sound correspondences. ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Recognize and read grade-appropriate irregularly spelled words.	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. ELAGSE2RF4: c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. ELAGSE2RF4: c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. ELAGSE2RF4: c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Phonics - UoS	LC Units of Study: Unit 1 Bend 2 Lesson 12 TE pages 82-89 UOS in Phonics: Second-Graders Tackle Important Homophones that Are Troublemakers *Shared Reading: Eight Ate: A Feast of Homonym Riddles by Marvin Terban	LC Units of Study: Unit 1 End of Bend 2 Lessons 13 TE pages 90-94 UOS in Phonics: Sharing Help for Troublemaker Words	LC Units of Study: Unit 1 Bend 3 Lessons 14 TE pages 98-106 Reading and Writing Words by Analogy Using Patterns and Rhymes UOS in Phonics: Spelling by Pattern	LC Units of Study: Unit 1 Bend 3 Lessons 15 TE pages 107-114 UOS in Phonics: Learning Everything You Need to Know about Phonics from Rhyming Books	LC Units of Study: Unit 1 Bend 3 Review Lessons 14-15 TE pages 98-114 UOS in Phonics: Mining for Rhymes & Spelling of Rhyming Words		
LT	We are learning to notice how some words sound the same, but are spelled differently. We are learning to notice how the spelling of homophones changes the meaning of the word.	We are learning to teach others strategies to remember troublemaker words.	We are learning to mine texts for rhyming words in search for phonograms. (spelling patterns) We are learning to study pairs of rhyming words to determine patterns that might help to read and write other words.	We are learning to become more proficient in using the process of collecting and using patterns from texts. We are learning to study rhyming books to harvest and test the usefulness of rimes.	We are learning to apply grade level phonics knowledge.		

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	Monday	Tuesday	Wednesday	Thursday	Friday		
SC	<p>I know I will be successful when:</p> <ul style="list-style-type: none"> -I know that homophones are two words that sound the same, but are spelled differently and have different meanings. -I can develop strategies to correctly spell homophones. -I can learn strategies for determining the meaning of homophones using sentence-level context. - I can differentiate the words to, too, and two. -I can edit writing for commonly misspelled homophones. 	<p>I know I will be successful when:</p> <ul style="list-style-type: none"> -I can practice strategies for remembering how to spell commonly misspelled words. -I can review commonly misspelled HFW words. 	<p>I know I will be successful when:</p> <ul style="list-style-type: none"> -I can notice, use, and collect spelling patterns while reading. -I can spell words in bigger chunks using spelling patterns (phonograms). -I can learn and use a process for discovering and testing phonograms for their usefulness. 	<p>I know I will be successful when:</p> <ul style="list-style-type: none"> -I can discover phonograms when I am reading. -I can practice using a process for discovering and testing phonograms for their usefulness. -I can use a tool to review the most common phonograms. -I can use known words to spell unknown words. 	<p>I know I will be successful when:</p> <ul style="list-style-type: none"> -I can collaborate to identify, rhyming parts of words to start using those parts to generate more words. 		
GSE	<p>MGSE2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>	<p>MGSE2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>MGSE2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>MGSE2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>MGSE2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>MGSE2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>MGSE2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>MGSE2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>MGSE2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>		
Math - Module	Module 3 Lesson 1 TE pages 12-25 Bundle and count ones, tens, and hundreds to 1,000.	Module 3 Lesson 2 TE pages 27-39 Count up and down between 100 and 220 using ones and tens.	Module 3 Lesson 3 TE pages 40-52 Count up and down between 90 and 1,000 using ones, tens, and hundreds.	Module 3 Lesson 4 TE pages 55-71 Count up to 1,000 on the place value chart.	Module 3 Lesson 5 TE pages 72-82 Write base ten three-digit numbers in unit form; show the value of each digit.		
LT	I can work with numbers up to 1000 including identifying place value, counting, and comparing numbers.	I can work with numbers up to 1000 including identifying place value, counting, and comparing numbers.	I can work with numbers up to 1000 including identifying place value, counting, and comparing numbers.	I can work with numbers up to 1000 including identifying place value, counting, and comparing numbers.	I can work with numbers up to 1000 including identifying place value, counting, and comparing numbers.		
SC	<p>I know I will be successful when:</p> <ul style="list-style-type: none"> -I can bundle and count ones, tens, and hundreds to 1000. 	<p>I know I will be successful when:</p> <ul style="list-style-type: none"> -I can count up and down between 100 and 220 using ones and tens. 	<p>I know I will be successful when:</p> <ul style="list-style-type: none"> -I can count up and down between 90 and 1,000 using ones and tens, and hundreds. 	<p>I know I will be successful when:</p> <ul style="list-style-type: none"> -I can count up to 1,000 on the place value chart. 	<p>I know I will be successful when:</p> <ul style="list-style-type: none"> -I can write base ten three-digit numbers in unit form and show the value of each digit. 		
GSE	<p>S2E1. Obtain, evaluate, and communicate information about stars having different sizes and brightness. a. Ask questions to describe the physical attributes (size and brightness) of stars. b. Construct an argument to support the claim that although the sun appears to be the brightest and largest star, it is actually medium in size and brightness. S2E2. Obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun’s effect on Earth. a. Plan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the day. b. Design and build a structure that demonstrates how shadows change throughout the day. c. Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons. d. Use data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern. (Clarification statement: Students are not required to know the names of the phases of the moon or understand the tilt of the Earth.)</p>	<p>S2E1. Obtain, evaluate, and communicate information about stars having different sizes and brightness. a. Ask questions to describe the physical attributes (size and brightness) of stars. b. Construct an argument to support the claim that although the sun appears to be the brightest and largest star, it is actually medium in size and brightness. S2E2. Obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun’s effect on Earth. a. Plan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the day. b. 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Science-Resources	Moon Phase Slides Student Moon Phase Slide	The Sun Slides	The Sun and Shadows Slides	Shadows and Sundials	Shadows Kahoot		
LT	I can investigate the patterns of the moon.	I can investigate the patterns of the sun.	I can explore how shadows are made.	I can explore how shadows are made.	I understand how shadows are made.		
SC	I can practice the moon phase vocabulary by matching words to pictures.	I know that we have day and night depending on the position of the earth facing the sun.	Shadows are made by light and can change depending on where the light is positioned.	Shadows are made by light and can change depending on where the light is positioned.	The sun's position in the sky affects the position and length of shadows on Earth.		
I DO	Introduce/Review vocabulary slides 1-8	Explore how the sun can help you if you're lost.	Teacher uses the Mystery Science activity linked in the slides to explore how your shadow is made.	Teacher reviews what was learned yesterday about shadows and the sun.	Teacher will review LT and SC and discuss the week's learning.		
WE DO	Teacher displays student copy and students help match the vocabulary to the moon phase pics	Explore and discuss the differences between day and night and the things that happen and the things we see.	Teacher guides students to explore making shadow puppets. Play around with the position of the light and notice how your shadow changes. Relate the changing of shadows to how the moon's phases change depending on where the moon is in relation to the sun. Students interact to help teacher complete a sun activity. The sun is, has, can..	Teacher shows the slides and students interact and participate sharing what they think is blocking the light and making the shadow.	Students interactively participate in the Shadows kahoot. Teacher corrects any misconceptions during the lesson.		
YOU DO	Students are assigned individual copies of the student copy of the moon phases and completes them in class with teacher direction if necessary.	Students will interact, participate, and answer questions pertaining to the patterns of the sun.	Students complete one of two closing assignments answering questions on a Science Framework tab of the GADOE or complete a writing activity about where the sun goes when you can't see it.	Students design and build a structure that demonstrates how shadows change throughout the day.	Students interactively participate in the Shadows kahoot.		
WE CHECK	Teacher goes back over moon phases and students self-assess.	Teacher monitors student participation and discussion in order to assess learning. Teacher may also assign the slides individually to each student to complete and turn in.	Students share answers and teacher corrects any misconceptions.	Teacher checks the students creations the following day after students have had a chance to create a sundial or similar structure.	Teacher will open reports to assess how students performed on Kahoot.		
GSE							
Soc. Stud. Resources							
LT							
SC							
I DO							
YOU DO							
WE DO							
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