

<p>Week of: 9/16-9/20 *for additional curriculum information, please visit the district's pacing guide LINK District ELA Standards & Pacing Guides GSE Math Standards</p>	<p>SCIENCE Science and Social Studies instruction alternates between weeks</p>	<p>SOCIAL STUDIES Science and Social Studies instruction alternates between weeks</p>	<p>MATH</p>	<p>WRITING</p>	<p>READING</p>	<p>PHONICS</p>
<p>Monday</p>		<p>Visible Learning Lesson - OSPREYS good learner traits</p>	<p>Topics A, B, C, and D: A-Representing Data to Solve Problems B-Metric Measurements and Concepts about the Ruler C-Estimate, Measure, and Compare Lengths D-Solve Compare Problems by Using the Ruler as a Number Line</p> <p>Standard(s): <i>All Standards Previously Taught in this Module!</i> LT: <i>All Learning Targets</i></p>	<p>Standard(s): ELAGSE2W3 LT: I am learning to use a variety of tools to produce and publish writing with guidance and support from others (peers, teachers, adults). .SC: <input type="checkbox"/> I can use paper, pencil, and digital media to produce a writing piece. <input type="checkbox"/> I can collaborate with (peers, teachers, and adults) to proofread my writing. <input type="checkbox"/> I can use tools to find and organize information.</p>	<p>Standard(s): RL5, SL1 LT: I am learning to participate in conversations about grade-level topics and texts with others. SC: I can follow agreed-upon rules for discussions (listening to others with care, speaking one at a time, etc.). I can build on others' ideas by linking their comments to my own ideas. I can maintain a focus on a particular topic or text. Lesson/Activity: Unit 2 Week 1 Day 1</p>	<p>Standard(s): 2RF3-Know and apply grade level phonics and word analysis skills. LT: I am learning to distinguish long and short vowels when reading regularly spelled one syllable words. SC: I can blend, build, and spell words with vowel teams that have the long-e sound. Lesson/Activity: Unit 2 Week 2 Day 1 Vowel Team Syllable Type: Long e</p>

			<p><i>Previously Taught in this Module!</i> SC: All Success Criteria <i>Previously Taught in this Module!</i></p>	<p><input type="checkbox"/> I can publish and present my writing to an audience.</p> <p>Lesson/Activity: Volume 1 Session: 30 ~ Sharing and Celebrating</p>	<p><i>Introduce the Unit: Characters Learn and Grow</i></p>	
Tuesday		<p>Standard(s): SS2E2 LT: I am learning about ways goods and services are allocated. SC: I can explain and give an example of each of the following ways to allocate goods and services: -price -majority rule -contests -force -sharing -lottery Lesson/Activity: Economics Lesson - Ways to Allocate Goods and Services, Part 1 (Student workbooks pp.87-88)</p>	<p>Topics A, B, C, and D: A-Representing Data to Solve Problems B-Metric Measurements and Concepts about the Ruler C-Estimate, Measure, and Compare Lengths D-Solve Compare Problems by Using the Ruler as a Number Line</p> <p>Standard(s): All Standards <i>Previously Taught in this Module!</i></p>	<p>Standard(s): ELAGSE2W3 LT:I am learning to write narratives telling what happened in order.</p> <p>SC: <input type="checkbox"/> I can determine what kind of story I want to tell (real or made up).</p> <p><input type="checkbox"/> I can develop characters and settings using sensory details (descriptive adjectives and strong verbs). <input type="checkbox"/> I can use organizational structures</p>	<p>Standard(s): RL3, RL5, RL7 LT: I am learning to use information from the pictures and words in a text to understand characters, setting, and plot. SC: I can gather information about characters, setting, and plot from illustrations. I can gather information about characters, setting, and plot from words in the text. I can use the information gathered to understand (and imagine) the</p>	<p>Standard(s): 2RF3-Know and apply grade level phonics and word analysis skills. LT: I am learning to distinguish long and short vowels when reading regularly spelled one syllable words. SC: I can blend, build, and spell words with vowel teams that have the long-e sound. Lesson/Activity: Unit 2 Week 2 Day 2 Vowel Team Syllable Type: Long e</p>

			<p>LT: All Learning Targets Previously Taught in this Module!</p> <p>SC: All Success Criteria Previously Taught in this Module!</p>	<p>(beginning, middle, end, and sequence of events).</p> <p><input type="checkbox"/> I can use words such as a long time ago, today, later, first, next, then, and last to show the order of events.</p> <p>Lesson/Activity: Writing on the spot - Post Assessment</p>	<p>characters, setting, and plot. I can retell a story using details about the characters, setting, and plot.</p> <p>Lesson/Activity: Unit 2 Week 1 Day 2 <i>Introduce the Genre: Fiction</i></p>	
Wednesday		<p>Standard(s): SS2E2</p> <p>LT: I am learning about ways goods and services are allocated.</p> <p>SC: I can explain and give an example of each of the following ways to allocate goods and services (<i>added on to yesterday</i>):</p> <ul style="list-style-type: none"> -authority -first-come-first-served -personal characteristics <p>Lesson/Activity: Economics Lesson - Ways to Allocate Goods and Services, Part 2 (Student workbooks p.89)</p>	<p>Topic E: Understand Place Value Units</p> <p>Standard(s): 2.NR.1.1 Learning Target: We are learning to explain values of numbers.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can compose (put together) three digit numbers 	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to introduce a topic when writing an informative/explanatory text.</p> <p>SC: <input type="checkbox"/> I can brainstorm ideas for a topic.</p> <p><input type="checkbox"/> I can select one topic of focus.</p> <p>Lesson/Activity: Volume 2 Session: 1 ~ <i>Gearing Up for the Unit</i></p>	<p>Standard(s): RL7</p> <p>LT: I am learning to use information from the pictures and words in a text to understand characters, setting, and plot.</p> <p>SC: I can gather information about characters, setting, and plot from illustrations. I can gather information about characters, setting, and plot from words in the text. I can use the information</p>	<p>Standard(s): 2RF3-Know and apply grade level phonics and word analysis skills.</p> <p>LT: I am learning to distinguish long and short vowels when reading regularly spelled one syllable words.</p> <p>SC: I can blend, build, and spell words with vowel teams that have the long-e sound.</p> <p>Lesson/Activity: Unit 2 Week 2 Day 3 Vowel Team</p>

			<p>using ones, tens and hundreds using concrete materials.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can decompose (take apart) three digit numbers into ones, tens and hundreds using concrete materials. <input type="checkbox"/> I can explain the value of the number I have composed or decomposed. <p>Lesson/Activity: Module 1 Lesson 20 - <i>Count and bundle ones, tens, and hundreds to 1000.</i></p> <p>Student Learn</p>		<p>gathered to understand (and imagine) the characters, setting, and plot. I can retell a story using details about the characters, setting, and plot.</p> <p>Lesson/Activity: Unit 2 Week 1 Day 3 <i>Create Mental Images of Characters</i></p>	<p>Syllable Type: Long e</p>
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			workbook pp. 103			
Thursday	<p>Standard(s): Addressing “Obtain, Evaluate, and Communicate...” skills that will be included in all Science Standards this year!</p> <p>LT: I am learning to observe and ask questions as a scientist!</p> <p>SC: I can study an object closely. I can think about how that object works. I can generate questions about that object and record them in a journal. I can share my ideas.</p> <p>Lesson/Activity: Kicking off 2nd Grade Science with a Mystery Science Activity - “How Do Scientists Know So Much?”</p>		<p>Topic E: Understand Place Value Units</p> <p>1. Standard (s): 2.NR.1.1</p> <p>Learning Target: We are learning to explain values of numbers.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can compose (put together) three digit numbers using ones, tens and hundreds using concrete materials. <input type="checkbox"/> I can decompose (take apart) three digit numbers into ones, 	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to introduce a topic when writing an informative/explanatory text.</p> <p>SC: <input type="checkbox"/> I can brainstorm ideas for a topic. <input type="checkbox"/> I can select one topic of focus.</p> <p>Lesson/Activity: Volume 2</p> <p>Session: Week 1, Session 2, ~</p> <p>Studying A Mentor Text</p>	<p>Standard(s): RL2</p> <p>LT: I am learning to retell different types of stories to share what the author is trying to teach me.</p> <p>SC: I can identify different genres (poetry, fables, folktales). I can read or listen to fables and folktales from diverse cultures. I can retell stories in order and choose details from the beginning, middle, and end. I can use details and events from a story to explain the lesson/moral the author is trying to teach me.</p> <p>Lesson/Activity: Unit 2 Week 1 Day 4 <i>Retell Recount Folktales</i></p>	<p>Standard(s): 2RF3-Know and apply grade level phonics and word analysis skills.</p> <p>LT: I am learning to distinguish long and short vowels when reading regularly spelled one syllable words.</p> <p>SC: I can blend, build, and spell words with vowel teams that have the long-e sound.</p> <p>Lesson/Activity: Unit 2 Week 2 Day 4 Vowel Team Syllable Type: Long e</p>

tens and hundreds using concrete materials.

- I can explain the value of the number I have composed or decomposed.

2. Standard(s): 2.NR.1.2

Learning Target: We are learning to count forward up to 1000.

Success Criteria:

- I can count forward by ones to 1000 beginning at one.
- I can count forward

from any given number by ones to 1000.

- I can count forward by fives to 1000 beginning at zero.
- I can count forward from any number (that is a multiple of 5) by fives to 1000.

**3. Standard(s):
2.NR.1.2**

Learning

Target: We are learning to count backwards from 1000.

Success Criteria:

- I can count backwards by ones

to 1000
beginning
at one.

I can
count
backward
s from
any given
number
by ones
from
1000.

I can
count
backward
s by tens
from
1000.

I can
count
backward
s by tens
from any
given
number
within
1000.

I can
count
backward
s by
hundreds
from
1000.

			<input type="checkbox"/> I can count backward s by hundreds from any given number within 1000. Lesson/Activity: Module 1 Lesson 21 - <i>Count efficiently within 1000 by using ones, tens, and hundreds.</i> Student Learn workbook pp. 107			
Friday	Standard(s): S2E2 LT: I am learning about the appearance of the moon. SC: I can describe and draw observations of the moon's appearance over time. I can describe patterns in the changes of the moon's		Topic E: Understand Place Value Units Standard (s): 2.NR.1.1 Learning Target: We are learning to explain values of numbers. Success Criteria:	Standard(s): ELAGSE2W2 LT: I am learning to introduce a topic when writing an informative/explanatory text. SC: <input type="checkbox"/> I can brainstorm ideas for a topic. <input type="checkbox"/> I can select one topic of focus. Lesson/Activity:	Standard(s): RL3 LT: I am learning to describe how the characters in a story react to important events or challenges in stories. SC: I can describe the characters using character traits/feelings. I can identify the major events or	Standard(s): 2RF3-Know and apply grade level phonics and word analysis skills. LT: I am learning to distinguish long and short vowels when reading regularly spelled one syllable words. SC: I can blend, build, and spell words with vowel

	<p>appearance over time. I can predict how the appearance (look) of the moon will change over time based on the patterns I have observed. I can use words and/or pictures to show how the changes in the moon's appearance are caused by the movement of the moon, Earth, and light from the Sun. (This last S.C. won't be used until the unit's end!)</p> <p>Lesson/Activity: Moon Journal Kick-Off Day! :)</p>		<ul style="list-style-type: none"> <input type="checkbox"/> I can compose (put together) three digit numbers using ones, tens and hundreds using concrete materials. <input type="checkbox"/> I can decompose (take apart) three digit numbers into ones, tens and hundreds using concrete materials. <input type="checkbox"/> I can explain the value of the number I have composed or decomposed. 	<p>Volume 2 Session: Week 1, Session 3, ~ Another Look At a Mentor Text</p>	<p>challenges in a story. I can use text evidence to describe how the characters respond to major events/challenges. I can name the turning point of the story when the main character does something to solve the problem.</p> <p>Lesson/Activity: Unit 2 Week 1 Day 5 <i>Describe Characters and How They Respond to Challenges</i></p>	<p>teams that have the long-o sound.</p> <p>Lesson/Activity: Unit 2 Week 2 Day 5 Vowel Team Syllable Type: Long e</p>
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**Standard
(s):2.NR.
1.2**

**Learning
Target:** We are
learning to count
forward up to
1000.

**Success
Criteria:**

- I can
count
forward
by ones
to 1000
beginning
at one.
- I can
count
forward
from any
given
number
by ones
to 1000.
- I can
count
forward
by fives to
1000
beginning
at zero.
- I can
count
forward
from any

number
(that is a
multiple of
5) by fives
to 1000.

**Standard
(s):
2.NR.1.2**

Learning

Target: We are
learning to count
backwards from
1000.

**Success
Criteria:**

- I can
count
backward
s by ones
to 1000
beginning
at one.
- I can
count
backward
s from
any given
number
by ones
from
1000.
- I can
count
backward
s by tens

from
1000.

I can
count
backward
s by tens
from any
given
number
within
1000.

I can
count
backward
s by
hundreds
from
1000.

I can
count
backward
s by
hundreds
from any
given
number
within
1000.

Lesson/Activity:
Module 1
Lesson 22 - *Use
counting
strategies to solve*

			<p><i>and add to with change unknown word problems.</i></p> <p>Student Learn workbook pp. 113</p>			
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