



2nd Grade: Who We Are

August 14, 2017-
September 22, 2017

	Who We Are	English Language Arts		Mathematics	Science/Social Studies
		Readers Workshop	Writing Workshop		
Overview	<p>Central Idea: Our right and responsibilities can help us function</p> <p>Key Concepts: Responsibility, Function, Causation</p> <p>Related Concepts: Government, Rights and Responsibilities, Citizenship</p> <p>Learner Profile: <i>Principled, Balanced</i></p> <p>Attitudes: <i>Commitment, Independence, Integrity</i></p> <p>Approaches to Learning: Communication Skills, Self-management skills, Social skills</p>	<p>U1S1: RF.4.4; U1S2: RL.2.7 (3.7), L.3.4; U1S3: RF.4.4; L.3.4; U1S4:RF.3.3; RF.4.4; L.3.4; U1S5: RL.1.1; U1S6: RL.1.1; U1S7: RL.2.7 (3.7) RF.3.3; U1S8: RF.3.3, RF.4.4; U1S9: RF.3.3; U1S10: RF.3.3; U1S11: RF.3.3; U1S12: RF.4.4; U1S13: RL.1.3; U1S14: L.2.6; U1S15: RL.2.5; U1S16:RL.1.2; U1S17: CELEBRATION</p> <p>(RL.4.10) 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. &</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (all sessions)</p> <p>Unit 1 Second Grade Reading Growth Spurts</p> <p>Bend I: Taking charge of Reading (Sessions 1-6)</p> <p>Bend II: Working Hard to Solve Tricky Words (Sessions 7-12)</p> <p>Bend III: Paying Close Attention to Authors (Sessions 13-17)</p>	<p>Unit 1 Lesson from the Master: Narrative</p> <p>W.1.3, W.2.5, W.3.8, L.3.5, L.1.1, L.1.2, L.3.6</p>	<p>Module 1 Place Value Concepts M-MAFS.2.OA.3.3; MAFS.2.NBT.1.1; MAFS.2.NBT.1.2; MAFS.2.NBT.1.3; MAFS.2.NBT.1.4; MAFS.2.NBT.2.8</p> <p>Calendar Focus:</p> <p>Bait: Number Literacy (Aug.)</p> <p>What’s My Place, What’s My Value?</p> <p>Bait: Number Literacy (Sept. Oct.)</p>	<p>SC.2.L.14.1, SC.2.N.1.5</p> <p>SS.2.A.1.2, SS.2.C.1.1, SS.2.C.1.2, SS.2.C.2.2, SS.2.C.2.3, SS.2.C.3.1</p>

<p>Week 0 August 10-11</p>	<p>Essential Agreements Introduce learner profile IB Boards</p>	<p>-Go over Readers Workshop routine- Share, Mini Lesson, Conferencing/Private Reading, Students Share -Classroom Library levels -Choosing Books for Readers Workshop vs. Books for AR location</p>	<p>-Go over writing procedures -Writing and what it looks like (free writing about their summer vacation)</p>	<p>-Go over math calendar/bait -Go over math procedures for your class</p>	<p>Essential Agreements Introduce learner profile IB Boards</p>
<p>Week 1 August 14-18</p>	<p>The functions and values of rules and laws Learner Profile: <i>Principled</i> Attitudes: <i>Commitment</i> Approaches to Learning: Communication Skills</p>	<p>Session 1-Choose how to read RF.4.4 Read with sufficient accuracy and fluency to support comprehension. Session 2-Sneak Peek RL.2.7 (3.7)Use information gained from the illustrations and words in a print or digital text., L.3.4;Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues Session 3-Get stronger in reading RF.4.4Read with sufficient accuracy and fluency to support comprehension.; L.3.4Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues</p>	<p>Session 1-Coming up with their own meaningful story to bring it to life W.1.3 Write narratives in which they recount a well-elaborated event, Session 2- Capturing Story Ideas by jotting down your ideas W.1.3 Write narratives in which they recount a well-elaborated event, Session 3-Plan and let the story grow with details L.3.5 Demonstrate understanding of word relationships and nuances in word meanings</p>	<p>M1-MAFS.2.OA.3.3-I can determine whether a group of objects has an odd or even number of members,</p>	<p>SC.2.L.14.1 Distinguish human body parts SC.2.N.1.5 Distinguish between empirical observation SS.2.C.1.2 Explain the consequences of an absence of rules and laws.</p>
<p>Week 2 August 21-25</p>	<p>The functions and values of rules and laws Learner Profile: Principled Attitudes: Commitment Approaches to Learning: Communication Skills</p>	<p>Session 4-Longer Phrases, scooping up snap words RF.3.3Know and apply grade-level phonics and word analysis skills in decoding words. ; RF.4.4Read with sufficient accuracy and fluency to support comprehension.; L.3.4Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues Session 5-Keeping Tabs on Comprehension: RL.1.1 Know and apply grade-level phonics</p>	<p>Session 4-Writing with lots of details W.3.8 Recall information from experiences or gather information from provided sources to answer a question Session 5-Crafting powerful endings W.3.8 Recall information from experiences or gather information from provided sources to answer a question Session 6-Making sure your writing makes sense and</p>	<p>M1-MAFS.2.NBT.1.1-I can understand that the three digits of a three- digit number represent amounts of hundreds, tens, and ones.</p>	<p>SC.2.L.14.1 Distinguish human body parts SC.2.N.1.5 Distinguish between empirical observation SS.2.C.1.2 Explain the consequences of an absence of rules and laws.</p>

		<p>and word analysis skills in decoding words. Session 6-Mark Thinking w/post-its RL.1.1 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>sounds right checking punctuations.</p>		
<p>Week 3 August 28 – September 1</p>	<p>The responsibility of being a citizen Learner Profile: <i>Balanced</i> Attitudes: <i>Integrity</i> Approaches to Learning: Self-management skills</p>	<p>Session 7 Figure out tricky words RL.2.7 (3.7)Use information gained from the illustrations and words in a print or digital text. RF.3.3Know and apply grade-level phonics and word analysis skills in decoding words. Session 8-Using numerous strategies at once RF.3.3, RF.4.4Read with sufficient accuracy and fluency to support comprehension. Session 9-Reading words part by part (Snap) RF.3.3Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Session 7-Making writing goals and working towards that goal W.3.8 Recall information from experiences or gather information from provided sources to answer a question Session 8-Revising your writing , L.1.2 Demonstrate command of the conventions of standard English capitalization W.2.5 revising and editing Session 9-Learning writing moves from a text (using mentoring text to build writing) L.1.1 Demonstrate command of the conventions of standard English grammar and usage</p>	<p>M1-MAFS.2.NBT.1.2 -I can count within 1000; skip-count by 5s, 10s, and 100s</p>	<p>SS.2.C.2.2 Define and apply the characteristics of responsible citizenship SS.2.C.2.3 Explain why United States citizens have guaranteed rights and identify rights.</p>
<p>Week 4 September 4-8</p>	<p>The responsibility of Being a citizen Learner Profile: <i>Balanced</i> Attitudes: <i>Integrity</i> Approaches to Learning: Self-management skills</p>	<p>Session 10-Vowel Teams in Tricky Words RF.3.3Know and apply grade-level phonics and word analysis skills in decoding words Session 11-Strategies for figuring out new words RF.3.3Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Session 10-Trying to write like the author in your book L.1.1 Demonstrate command of the conventions of standard English grammar and usage Session 11-Trying out a different move in your story L.1.1 Demonstrate command of the conventions of standard English grammar and usage Session 12- Revising writing W.2.5 revising and editing. Session 13-Revising language choices W.2.5 revising and editing.</p>	<p>M1-MAFS.2.NBT.1.3-I can read and write numbers to 1000 using base- ten numerals, number names, and expanded form.</p>	<p>SS.2.C.2.2 Define and apply the characteristics of responsible citizenship SS.2.C.2.3 Explain why United States citizens have guaranteed rights and identify rights.</p>

<p>Week 5 September 11-15</p>	<p>The Purpose of Government Learner Profile: <i>Principled</i> Attitudes: <i>Independence</i> Approaches to Learning: <i>self-management skills</i></p>	<p>Session 12-Checking Themselves and Their Reading RF.4.4Read with sufficient accuracy and fluency to support comprehension. Session 13-Authors Have Intentions (respond to events) RL.1.3 Describe how characters in a story respond to major events and challenges. Session 14-Don't just notice craft moves, use them L.2.6 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>Session 14-Rereading and quick editing W.2.5 revising and editing. Session 15-Learning craft moves from any text W.2.5 revising and editing. Session 16-Trying new craft moves, be risk-takers W.2.5 revising and editing.</p>	<p>M1-MAFS.2.NBT.1.4-I can compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.</p>	<p>SS.2.C.1.1 Explain why people form governments SS.2.A.1.2 Utilize the media center, technology, or other informational sources SS.2.C.3.1 Identify the Constitution as the document which establishes the structure</p>
<p>Week 6 September 18-22</p>	<p>The Purpose of Government Learner Profile: <i>Principled</i> Attitudes: <i>Independence</i> Approaches to Learning: <i>self-management skills</i></p>	<p>Session 15- How the book clicks together RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Session 16-What is the author teaching me? RL.1.2Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Session 17-CELEBRATION (Readers Growth)</p>	<p>Session 17-Partners offer feedback L.3.6 Use words and phrases acquired through conversations Session 18-Editing and preparing for publication L.3.6 Use words and phrases acquired through conversations Session 19-CELEBRATION</p>	<p>End of M1-MAFS.2.NBT.2.8- I can mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>	<p>SS.2.C.1.1 Explain why people form governments SS.2.A.1.2 Utilize the media center, technology, or other informational sources SS.2.C.3.1 Identify the Constitution as the document which establishes the structure,</p>



2nd Grade: How We Organize Ourselves

September 25, 2017-
November 3, 2017

	Who We Are	English Language Arts		Mathematics	Science/Social Studies
		Readers Workshop	Writing Workshop		
Overview	<p>Central Idea: Agriculture and economics influence change in society.</p> <p>Key Concepts: Connection, Change, Causation</p> <p>Related Concepts: Agriculture, economics, supply and demand</p> <p>Learner Profile: Inquirers, Caring, Reflective</p> <p>Attitudes: <i>Empathy, Creativity, Cooperative</i></p> <p>Approaches to Learning: Thinking skills, research skills</p>	<p>Unit 2 Becoming Experts (Non-Fiction)</p> <p>Bend I: Thinking Hard and Growing Knowledge (Sessions 1-5)</p> <p>Bend II: Learning the Lingo of a Topic (Sessions 6-11)</p> <p>Bend III: Reading Across a Topic (Sessions 12-18)</p> <p>U2S1: RI.1.1; U2S2: RI.1.1;</p> <p>U2S3:RI.3.7; U2S4: RI.3.7;</p> <p>U2S5: RI.1.1; U2S6:RI.2.4;</p> <p>U2S7:RI.2.5; U2S8: RI.2.4;</p> <p>U2S9: RI.2.4; U2S10: RI.3.7;</p> <p>U2S11: RI.3.7; U2S12:RI.3.9;</p> <p>U2S13: RI.3.9; U2S14: RI.3.9;</p> <p>U2S15: RI.3.9; U2S16:RI.1.2;</p> <p>U2S17: RI.1.1; U2S18 ;</p> <p>CELEBRATION</p> <p>(RI.4.10 & SL.1.1 all sessions)</p>	<p>Unit 2 Lab reports and Science Book: Informational</p> <p>W.1.2, W.2.5, W.2.6, 3.7, L.1.1, L.1.2</p>	<p>Module 2 Basic Facts & Relationships- MAFS.2.OA.2.2; MAFS.2.OA.3.4</p> <p>MODULE 3: Two-Digit Addition and Subtraction Strategies-MAFS.2.OA.1.1; MAFS.2.OA.1.a</p> <p>Calendar Focus: Bait: Number Literacy (Sept. - Oct.)</p>	<p>SC.2.E.6.1, SC.2.E.6.1, SC.2.E.6.3, SC.2.E.7.1, SC.2.E.7.5, SC.2.E.16.1, SC.2.P.8.5</p> <p>SS.2.A.2.4, SS.2.A.3.1, SS.2.E.1.2, SS.2.E.1.3, SS.2.E.1.4</p>
Week 1 September 25-29	<p>The necessity of plants and animals</p> <p>Learner Profile: Reflective</p> <p>Attitudes: <i>Creativity</i></p> <p>Approaches to Learning: thinking skills</p>	<p>Session 1-Intense thinking (details and think)RI.1.1Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>Session 2-Notice, Learn, and questionRI.1.1Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>Session 3-What is this book teaching me?RI.3.7Explain how specific images (e.g., a diagram</p>	<p>Session 1-Using a lab report format to write</p> <p>W.1.2Write informative/explanatory texts in which they introduce a topic</p> <p>Session 2- Study mentor texts for procedural writing</p> <p>W.1.2Write informative/explanatory texts in which they introduce a topic</p> <p>Session 3- Like scientists, writers come up with their own ideas and go through a process</p> <p>W.1.2Write informative/explanatory texts in which they introduce a topic</p>	<p>M2- MAFS.2.OA.2.2- I can fluently add and subtract within 20 using mental strategies 2.</p>	<p>SC.2.E.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>SC.2.E.6.2 Describe how small pieces of rock and dead plant and animal parts can be the basis</p> <p>SC.2.E.6.3 Classify soil types based on color, texture (size of particles), the ability to retain</p> <p>SS.2.A.3.1 Identify terms and designations of time sequence.</p>

		showing how a machine works) contribute to and clarify a text.			
Week 2 October 2-6	<p>The necessity of plants and animals</p> <p>Learner Profile: Reflective</p> <p>Attitudes: <i>Creativity</i></p> <p>Approaches to Learning: research skills</p>	<p>Session 4-How does this book go?RI.3.7Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Session 5-Celebrate learningRI.1.1Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>Session 6-Non-fiction lingoRI.2.4</p>	<p>Session 4- Writing and thinking about their conclusions W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising</p> <p>Session 5- Learn from other resources and revise their writing W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising</p> <p>Session 6- Self-assess writing and set goals to improve their writing W.2.6 With guidance and support from adults, use a variety of digital tools to produce</p>	<p>M2- MAFS.2.OA.3.4- I can use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>SC.2.E.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>SC.2.E.6.2 Describe how small pieces of rock and dead plant and animal parts can be the basis</p> <p>SC.2.E.6.3 Classify soil types based on color, texture (size of particles), the ability to retain</p> <p>SS.2.A.3.1 Identify terms and designations of time sequence</p>
Week 3 October 9-13	<p>Ways agriculture makes society possible</p> <p>Learner Profile:, Caring</p> <p>Attitudes:, <i>Cooperative</i></p> <p>Approaches to Learning:, thinking skills</p>	<p>Session 7-Using text features to understand key wordsRI.2.5Know and use various text features</p> <p>Session 8-using context to build knowledge of unknown wordsRI.2.4Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>Session 9-Solving words takes strategic and flexible thinkingRI.2.4Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>Session 7- Remember all they know about science, and writing about science W.3.7 Participate in shared research and writing projects</p> <p>Session 8- Use mentor text for ideas on organizing writing W.2.6 With guidance and support from adults, use a variety of digital tools</p> <p>Session 9- Compare own results with other scientists' results for growth and extended thinking W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising</p>	<p>End of Module 2- MAFS.2.OA.3.4- I can use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>SC.2.E.6.1 Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.</p> <p>SC.2.P.8.5 Measure and compare temperatures taken every day at the same time.</p> <p>SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves,</p> <p>SS.2.A.2.4 Explore ways the daily life of people living in Colonial America changed over time.</p>

<p>Week 4 October 16-20</p>	<p>Ways agriculture makes society possible Learner Profile: Reflective Attitudes: <i>Creativity</i> Approaches to Learning: research skills</p>	<p>Session 10-Rereading like expertsRI.3.7Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Session 11-Use keywords to talk about the topicRI.3.7Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Session 12 Reading a bunch/lot across booksRI.3.9</p>	<p>Session 10- Revisit initial experiments and generate new experiments W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising Session 11- Use expert words (technical vocabulary) to make writing more precise L.1.1Demonstrate command of the conventions of standard English grammar and usage Session 12- Rehearse topics to revise, plan, and write their informational books. L.1.2 Demonstrate command of the conventions of standard English capitalization</p>	<p>M3- MAFS.2.OA.1.1-I can use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions,</p>	<p>SC.2.E.6.1 Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes. SC.2.P.8.5 Measure and compare temperatures taken every day at the same time. SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves, SS.2.A.2.4 Explore ways the daily life of people living in Colonial America changed over time.</p>
<p>Week 5 October 23-27</p>	<p>How supply and demand depend on resources Learner Profile: Inquirers Attitudes: <i>Cooperative</i> Approaches to Learning: Thinking skills</p>	<p>Session 13-Adding information across booksRI.3.9 Compare and contrast the most important points presented by two texts on the same topic. Session 14-How information is connectedRI.3.9 Compare and contrast the most important points presented by two texts on the same topic. Session 15-Comparing booksRI.3.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Session 13- Using the quick sketches to draft chapters then plan what to write first, and next W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising Session 14- Look at other informational writing , then try it themselves W.2.6 With guidance and support from adults, use a variety of digital tools Session 15- Nonfiction writers use comparisons to explain similar knowledge W.2.6 With guidance and support from adults, use a variety of digital tools</p>	<p>M3- MAFS.2.OA.1.1-I can use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions,</p>	<p>SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands. SS.2.E.1.3 Recognize that the United States trades with other nations to exchange goods and services. SS.2.E.1.4 Explain the personal benefits and costs involved in saving and spending. SC.2.E.7.5 State the importance of preparing for severe weather, lightning, and other weather related events</p>

<p style="text-align: center;">Week 6 October 30 – November 3</p>	<p>How supply and demand depend on resources Learner Profile: Reflective Attitudes: <i>Empathy</i> Approaches to Learning: Thinking skills</p>	<p>Session 16-Retell topics, not just books RI.1.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Session 17-Getting Ready for Celebration RI.1.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. Session 18-CELEBRATION (Pay it forward by teaching others)</p>	<p>Session 16- Showing hidden worlds with science writing L.1.1 Demonstrate command of the conventions of standard English grammar and usage Session 17- Letter to Teachers: Introductions & Conclusions: Addressing an Audience W.1.2 Write informative/explanatory texts in which they introduce a topic Session 18- Editing: Aligning Expectations to the common core W.1.2 Write informative/explanatory texts in which they introduce a topic Session 19- Celebration: Writing & Science Exhibition W.1.2 Write informative/explanatory texts in which they introduce a topic</p>	<p>M3- MAFS.2.OA.1.a - I can determine the unknown whole number in an equation relating four or more whole numbers.</p>	<p>SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands. SS.2.E.1.3 Recognize that the United States trades with other nations to exchange goods and services. SS.2.E.1.4 Explain the personal benefits and costs involved in saving and spending. SC.2.E.7.5 State the importance of preparing for severe weather, lightning, and other weather related events.</p>
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2nd Grade: How the World Works

November 6, 2017 –
December 21, 2017

	Who We Are	English Language Arts		Mathematics	Science/Social Studies
		Readers Workshop	Writing Workshop		
Overview	<p>Central Idea: People can use scientific principle to learn about the natural world and its laws.</p> <p>Key Concepts: Connection, Change, Causation</p> <p>Related Concepts: Investigate, explain, examine, compare, problem solving</p> <p>Learner Profile: <i>reflective, knowledgeable, inquirers</i></p> <p>Attitudes: <i>enthusiasm, creativity, cooperative</i></p> <p>Approaches to Learning: Communication skills, thinking skills, social skills</p>	<p>Unit 3: Bigger Books Mean Amping Up Reading Power</p> <p>Bend I: Reading w/Fluency (Sessions 1-5)</p> <p>Bend II: Understanding Literacy Language (Sessions 6-9)</p> <p>Bend III: Meeting the Challenges of Longer Books (Sessions 10-13)</p> <p>Bend IV: Tackling Goals in the Company of Others (Sessions 14-17)</p> <p>U3S1:RL.2.4; U3S2: RL.2.4; U3S3: RL.2.6; U3S4: RL.2.4; U3S5: RL.2.4; U3S6: RL.2.7; U3S7: RL.2.7; U3S8: RL.2.4; U3S9: RL.2.4; U3S10: RL.1.1; U3S11: RL.2.5; U3S12: RL.1.1; U3S13: RL.1.3; U3S14: RL.2.7; U3S15: RF.4.4; U3S16: RL.1.1; U3S17 CELEBRATION (RL.4.10 & SL.1.1 all sessions(RL.4.10 & SL.1.1 all sessions))</p>	<p>If Then: Opinion Writing pg. 102-108 W.1.1, W.2.5, W.2.6, 3.7, L.1.1, L.1.2, L.2.3</p>	<p>MODULE 3: Two-Digit Addition and Subtraction Strategies-MAFS.2.OA.1.a; MAFS.2.NBT.2.; M3-MAFS.2.NBT.2.6; MAFS.2.NBT.2.9 MODULE 4: Three-Digit Addition and Subtraction Strategies-MAFS.2.NBT.2.5</p> <p>Calendar Focus Bait: Time Bait Pattern: 6 (Nov.) Bait: Money Bait Pattern: 35 (Dec.)</p>	<p>SC.2.N.1.1, SC.2.N.1.4, SC.2.N.1.6, SC.2.P.13.1, SC.2.P.13.2, SC.2.P.13.3, SC.2.P.13.4, SC.2.P.8.1, SC.2.P.8.2, SC.2.P.8.3, SC.2.P.8.4, SC.2.P.8.6, SC.2.P.9.1 SS.2.C.2.4</p>
Week 1 November 6-10	<p>How scientific principles guide problem solving</p> <p>Learner Profile: <i>inquirers</i></p> <p>Attitudes: <i>cooperative</i></p> <p>Approaches to Learning: communication skills</p>	<p>RL 4.10 read and comprehend literature, including stories and poetry with scaffolding SL.1.1- Participate in collaborative conversations with diverse partner)</p> <p>Session 1- Rehearsing Reading Voices</p>	<p>Session 1- Writing Letters to Share Ideas W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about Session2- Getting Energy for Writing W.1.1 Write opinion pieces in which they introduce</p>	<p>M3- MAFS.2.OA.1.a - I can determine the unknown whole number in an equation relating four or more whole numbers.</p>	<p>SC.2.N.1.1 Raise questions about the natural world SC.2.N.1.4 Explain how particular scientific investigations should yield similar conclusions when repeated.</p>

		<p>RL.2.4- How words and phrases (e.g., beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>Session 2 Scooping up words into phrases</p> <p>RL.2.4- Describe how words and phrases (e.g., beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>the topic or book they are writing about</p>		<p>SC.2.N.1.6 Explain how scientists alone or in groups are always investigating new ways to solve problems.</p> <p>SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.</p>
<p>Week 2 November 13-17</p>	<p>How scientific principles guide problem solving</p> <p>Learner Profile: <i>inquirers</i></p> <p>Attitudes: <i>cooperative</i></p> <p>Approaches to Learning: communication skills</p>	<p>(RL.4.10 & SL.1.1 all sessions) RL 4.10 read and comprehend literature, including stories and poetry with scaffolding SL.1.1- Participate in collaborative conversations with diverse partner</p> <p>Session 3-Using Meaning to Read Fluently</p> <p>RL.2.6-Acknowledge of differences in the points of view of characters, including by speaking in a different voice</p> <p>Session 4-Using Meaning to Read Fluently</p> <p>RL.2.4- Describe how words and phrases (e.g., beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>Session 5- Reading at a Just Right Pace</p> <p>RL.2.4- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Session 3- Develop Opinions by Looking at picture</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce</p> <p>Session4-Writers Retell</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce</p> <p>Session 5-Keeping Audience in Mind</p> <p>W.3.7 Participate in shared research and writing projects</p>	<p>M3-MAFS.2.NBT.2.5-I can 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>SC.2.N.1.1 Raise questions about the natural world</p> <p>SC.2.N.1.4 Explain how particular scientific investigations should yield similar conclusions when repeated.</p> <p>SC.2.N.1.6 Explain how scientists alone or in groups are always investigating new ways to solve problems.</p> <p>SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.</p>

<p>Week 3 November 27-December 1</p>	<p>The causes and effects of forces. Learner Profile: <i>reflective</i> Attitudes: <i>enthusiasm</i> Approaches to Learning: social skills</p>	<p>RL.4.10 & SL.1.1 all sessions) RL 4.10 read and comprehend literature, including stories and poetry with scaffolding SL.1.1- Participate in collaborative conversations with diverse partner) Session 6-recognizing Literary Language RL.2.7- Demonstrate understanding of characters, setting, or plot by using illustrations and words from print or digital. Session 7-Understanding Comparisons RL.2.7-Demonstrate understanding of characters, setting, or plot by using illustrations and words from print or digital Sessions 8-Noticing when authors play with words RL.2.4- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Session 6-Using a checklist to set goals L.2.3 Use knowledge of language and its conventions when writing, speaking, reading Session 7- Writing about more than 1 part L.2.3 Use knowledge of language and its conventions when writing, speaking, reading Session 8- Reading closely to write more W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</p>	<p>M3-MAFS.2.NBT.2.6-I can add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>SC.2.P.13.1 Investigate the effect of applying various pushes and pulls on different objects. SC.2.P.13.2 Demonstrate that magnets can be used to make some things move without touching them. SC.2.P.13.3 Recognize that objects are pulled toward the ground unless something holds them up. SC.2.P.13.4 Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.</p>
<p>Week 4 November 27 – December 1</p>	<p>The causes and effects of forces. Learner Profile: <i>reflective</i> Attitudes: <i>enthusiasm</i> Approaches to Learning: social skills</p>	<p>(RL.4.10 & SL.1.1 all sessions) RL 4.10 read and comprehend literature, including stories and poetry with scaffolding SL.1.1- Participate in collaborative conversations with diverse partner Sessions 9-Reading as a writer-focusing on special language RL.2.4-Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm</p>	<p>Session 9-Gathering Evidence to Support Opinions W.3.7 Participate in shared research and writing projects Session 10- Writing Conventions L.1.1 Demonstrate command of the conventions of standard English grammar and usage L.1.2 Demonstrate command of the conventions of standard English capitalization Session 11- Publishing (adding extras) W.1.1 Write opinion</p>	<p>End of Module 3- MAFS.2.NBT.2.9-I can explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>SC.2.P.13.1 Investigate the effect of applying various pushes and pulls on different objects. SC.2.P.13.2 Demonstrate that magnets can be used to make some things move without touching them. SC.2.P.13.3 Recognize that objects are pulled toward the ground unless something holds them up. SC.2.P.13.4 Demonstrate that the greater the force (push or</p>

		<p>and meaning in a story, poem, or song.</p> <p>Session 10-Routines for same book partners RL.1.1-Ask and answer such questions as who, what, where, when, why, and how</p> <p>Session 11-Holding on to stories even when books are long RL.2.5-Describe the overall structure of a story,</p>	<p>pieces in which they introduce the topic or book they are writing about</p>		<p>pull) applied to an object, the greater the change in motion of the object.</p>
<p>Week 5 December 11-15</p>	<p>States of matter and how they change</p> <p>Learner Profile: <i>knowledgeable</i></p> <p>Attitudes: <i>creativity</i></p> <p>Approaches to Learning: thinking skills</p>	<p>(RL.4.10 & SL.1.1 all sessions) RL 4.10 read and comprehend literature, including stories and poetry with scaffolding SL.1.1- Participate in collaborative conversations with diverse partner</p> <p>Session 12-Staying on track when books get tricky RL.1.1- Ask and answer such questions as who, what, where, when, why, and how</p> <p>Session 13-Using writing to solve reading problems RL.1.3- Describe how characters in a story respond to major events and challenges.</p> <p>Session 14-Self assessing and setting goals RL.2.7-- Demonstrate understanding of characters, setting, or plot by using illustrations and words from print or digital</p>	<p>Session 12- Nominees (choosing topics) L.2.3 Use knowledge of language and its conventions when writing, speaking, reading</p> <p>Session 13- Adding quotes W.3.7 Participate in shared research and writing projects</p> <p>Session 14- Making Comparisons W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>M4-MAFS.2.NBT.2.5-I can 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>SC.2.P.8.1 Observe and measure objects in terms of their properties, including size, shape, color, SC.2.P.8.2 identify objects and materials as solid, liquid, or gas. SC.2.P.8.3 Recognize that solids have a definite shape and that liquids and gases take the shape of their container. SC.2.P.8.4 Observe and describe water in its solid, liquid, and gaseous states. SC.2.P.8.6 Measure and compare the volume of liquids using containers of various shapes and sizes.</p> <p>SC.2.P.9.1 Investigate that materials can be altered to change some of their properties</p>
<p>Week 6 December 18-22</p>	<p>States of matter and how they change</p> <p>Learner Profile: <i>knowledgeable</i></p> <p>Attitudes: <i>creativity</i></p> <p>Approaches to Learning: thinking skills</p>	<p>(RL.4.10 & SL.1.1 all sessions) RL 4.10 read and comprehend literature, including stories and poetry with scaffolding SL.1.1- Participate in collaborative conversations with diverse partners</p>	<p>Session 15- Rest Stops (punctuation) L.1.2 Demonstrate command of the conventions of standard English capitalization</p> <p>Session 16- Writing Introductions/Conclusions W.1.1 Write opinion pieces in</p>	<p>M4-MAFS.2.NBT.2.5-I can 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>SC.2.P.8.1 Observe and measure objects in terms of their properties, including size, shape, color, SC.2.P.8.2 Identify objects and materials as solid, liquid, or gas.</p>

		<p>Session 15-Organizing goal clubs RF 4.4-Read with sufficient accuracy and fluency on-level text Session 16-Giving Feedback to group members RL.1.1-Ask and answer such questions as who, what, where, when, why, and how Session 17-CELEBRATION!</p>	<p>which they introduce the topic or book they are writing about Session 17- Checklist to Se W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about Session 18/19- Elaboration/Celebration W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about</p>		<p>SC.2.P.8.3 Recognize that solids have a definite shape and that liquids and gases take the shape of their container. SC.2.P.8.4 Observe and describe water in its solid, liquid, and gaseous states. SC.2.P.8.6 Measure and compare the volume of liquids using containers of various shapes and sizes. SC.2.P.9.1 Investigate that materials can be altered to change some of their properties,</p>
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2nd Grade: How We Express Ourselves

January 8, 2018 –
February 16, 2018

	Who We Are	English Language Arts		Mathematics	Science/Social Studies
		Readers Workshop	Writing Workshop		
Overview	<p>Central Idea: Stories and events can preserve history Key Concepts: perspective, causation Related Concepts: Native American history, legends and myths, measurement Learner Profile: <i>inquirers, communicators, reflective</i> Attitudes: <i>respect, creativity, empathy</i> Approaches to Learning: Social skills, Research skills, Communication skills</p>	<p>If Then Curriculum: Reading Non-Fiction Cover to Cover: Non-Fiction Book Clubs Bend I: Individuals Bring Their Strengths as Non-fiction Readers to Clubs (Sessions 1-5) Bend II: Nonfiction Clubs Add Their Own Ideas to What They Learn (Sessions 6-10) Bend III: Nonfiction Clubs Compare and Contrast Information about topics (Sessions 11-13) I.T Session 1: RI.2.6; I.T Session 2: RI.2.6; I.T Session 3: RI.3.8; I.T Session 4: RI.3.8; I.T Session 5: RI.3.7; I.T Session 6: RI.3.8; I.T Session 7: RI.3.8; I.T Session 8: RI.3.9; I.T Session 9: RI.2.4; I.T Session 10: RI.1.3; I.T Session 11: RI.2.6; I.T Session 12: RI.3.8; I.T Session 13: CELEBRATION RI.1.3 (RL.4.10 & SL.1.1 all sessions) SL.2.4 all sessions in this unit</p>	<p>If then Informational: Elaboration pg. 94 W.1.2, W.2.5, W.2.6, 3.7, L.1.1, L.1.2</p>	<p>MODULE 4: Three-Digit Addition and Subtraction Strategies-MAFS.2.NBT.2.7 MODULE 5: Length and Data- MAFS.2.MD.1.1; MAFS.2.MD.1.3; MAFS.2.MD.1.2; MAFS.2.MD.1.4; MAFS.2.MD.2.5; MAFS.2.MD.2.6; MAFS.2.MD.4.9; MAFS.2.MD.4.10</p> <p>Calendar Focus (upcoming standard): Bait: Shape Bait (Jan.) Pattern: 15 Bait: Time Bait (Feb.) Pattern: 15</p>	<p>SC.2.N.1.2 SS.2.A.1.1, SS.2.A.2.1, SS.2.A.2.2, SS.2.A.2.3, SS.2.C.2.5</p>
Week 1 January 1-5 Review Sessions	<p>How history reveals the life of people from the past Learner Profile: <i>communicators</i> Attitudes: <i>respect,</i> Approaches to Learning: Social skills</p>	<p>Review Unit 2 Becoming Experts Nonfiction Bend II: Learning the Lingo of a Topic Session 10-Reread like Experts RI;1.3-connection between historical events, scientific ideas or concepts Bend III: Reading Across Topic Session 18 Paying it forward By Teaching Others</p>		<p>M4-MAFS.2.NBT.2.7-I can add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction;</p>	<p>SS.2.A.1.1 Examine primary and secondary sources. SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America. SS.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.</p>

<p>Week 2 January 8-12</p>	<p>How history reveals the life of people from the past Learner Profile: <i>communicators</i> Attitudes: <i>empathy</i> Approaches to Learning: Research skills</p>	<p>(RL.4.10 & SL.1.1 all sessions) RL 4.10 read and comprehend literature, including stories and poetry with scaffolding SL.1.1- Participate in collaborative conversations with diverse partner SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. I.T. Session 1-Using strategies for reading Non-fiction text. RI.2.6- main purpose of a text, including what the author wants to answer, explain, or describe I.T. Session 2-Tour your book before reading RI.2.6-main purpose of a text, including what the author wants to answer, explain, or describe I.T. Session 3-Gathering information across a book to find out how it fits together <i>RI.3.8-Describe how an author uses reasons to support specific points in a text</i></p>	<p>I.T. Session 1- IF the writer provides info in broad ways W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts</p>	<p>End of Module 4- MAFS.2.NBT.2.7-I can add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction;</p>	<p>SS.2.A.1.1 Examine primary and secondary sources. SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America. SS.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.</p>
<p>Week 3 Date</p>	<p>How life can change with the arrival of new people Learner Profile: <i>communicators</i> Attitudes: <i>empathy</i> Approaches to Learning: Communication skills</p>	<p>I.T. Session 4- Teaching club mates Main Idea in their book RI 3.8-how an author uses reasons to support specific points in a text I.T. Session 5- Coming up with their own idea about the book RI 3.7-Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text</p>	<p>I.T. Session 2- if each session is short..W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts</p>	<p>M5-MAFS.2.MD.1.1 - I can measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. M5-MAFS.2.MD.1.3-I can estimate lengths using units of in., ft., yds, cm, and meters.</p>	<p>SC.2.N.1.2 Compare the observations made by different groups using the same tools. SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p>

<p>Week 4 January 22-26</p>	<p>How life can change with the arrival of new people Learner Profile: <i>communicators</i> Attitudes: <i>empathy</i> Approaches to Learning: Communication skills</p>	<p>(RL.4.10 & SL.1.1 all sessions) RL 4.10 read and comprehend literature, including stories and poetry with scaffolding SL.1.1- Participate in collaborative conversations with diverse partner SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences I.T. Session 6-Confirming their predictions or idea RI 3.8--how an author uses reasons to support specific points in a text I.T. Session 7-Taking action and teaching others about what they've learned. RI 3.8--how an author uses reasons to support specific points in a text I.T. Session 8-Getting information about two books on the same topic for better understanding RI 3.9-Compare and contrast points presented by two texts on the same topic</p>	<p>I.T. Session 3-if the writer goes off on tangents W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. I.T. Session 4- If the writer uses only 1 way to elaborate. W.3.7 Participate in shared research and writing projects. W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.6 With guidance and support from adults, use a variety of digital tools W. 3.7 Participate in shared research and writing projects L.1.1 Demonstrate command of the conventions of standard English grammar and usage L.1.2 Demonstrate command of the conventions of standard English capitalization</p>	<p>M5-MAFS.2.MD.1.2-I can describe the inverse relationship between the size of a unit and number of units needed to measure a given object. M5-MAFS.2.MD.1.4- I can measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p>SC.2.N.1.2 Compare the observations made by different groups using the same tools. SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p>
<p>Week 5 January 29 – February 2</p>	<p>How people preserve their history Learner Profile: <i>communicators</i> Attitudes: <i>creativity</i> Approaches to Learning: Social skills</p>	<p>(RL.4.10 & SL.1.1 all sessions) RL 4.10 read and comprehend literature, including stories and poetry with scaffolding SL.1.1- Participate in collaborative conversations with diverse partner SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details,</p>	<p>I.T. Session 5- if the writer writes with lots of good information but..L.1.1 Demonstrate command of the conventions of standard English grammar and usage.</p>	<p>M5-MAFS.2.MD.2.5 I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, and equations with a symbol for the unknown number to represent the problem. M5-MAFS.2.MD.2.6- I can represent whole numbers as lengths from 0 on a number</p>	<p>SS.A.2.3 Describe the impact of immigrants on the Native Americans.</p>

		<p>speaking audibly in coherent sentences</p> <p>I.T. Session 9-make sense of the text</p> <p>2.4-Determine meaning of words & phrases in a text on 2nd grade topics or subjects</p> <p>I.T. Session 10- Organizing thought and ideas on post-its</p> <p>1.3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>I.T. Session 11- What is the book actually about</p> <p>RI.2.6-main purpose of a text, including what the author wants to answer, explain, or describe</p>		<p>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>Week 6 Date</p>	<p>How people preserve their history</p> <p>Learner Profile: communicators</p> <p>Attitudes: creativity</p> <p>Approaches to Learning: Social skills</p>	<p>RL.4.10 & SL.1.1 all sessions) RL 4.10 read and comprehend literature, including stories and poetry with scaffolding SL.1.1- Participate in collaborative conversations with diverse partner SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>I.T. Session 12- Author's purpose in writing the book</p> <p>RI 3.8-Describe how an author uses reasons to support specific points in a text</p> <p>I.T. Session 13-Partner accountability (asking questions)</p>	<p>I.T- Session 6- if the writer invents or makes up information about the topic</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>M5-MAFS.2.MD.4.9- I can generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.</p> <p>M5-MAFS.2.MD.4.10- I can draw a picture graph and a bar graph to represent a data set with up to four categories.</p>	<p>SS.A.2.3 Describe the impact of immigrants on the Native Americans.</p>

RI 1.3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

I.T. CELEBRATION (Sharing your book like an expert) RI 1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



2nd Grade: Where We Are in Place and Time

February 20, 2018 –
April 6, 2018

	Who We Are	English Language Arts		Mathematics	Science/Social Studies
		Readers Workshop	Writing Workshop		
Overview	<p>Central Idea: Migration is a response to human circumstances and challenges</p> <p>Key Concepts: Causation, connection</p> <p>Related Concepts: Migration</p> <p>Learner Profile: <i>risk-takers, open-minded</i></p> <p>Attitudes: <i>appreciation, tolerance, confidence</i></p> <p>Approaches to Learning: Communication skills, thinking skills, researching skills</p>	<p>Unit 4: Series Book Clubs</p> <p>Bend I: Becoming Experts on Characters (Sessions 1-6)</p> <p>Bend II Becoming Experts on Author's Craft (Sessions 7-12)</p> <p>Bend III: Sharing Opinions With the World (Sessions 13-17)</p> <p>U4S1: RL.1.3; U4S2: RL.1.3; U4S3: RL.1.3, RL.2.6; U4S4: RL.1.1; U4S5: RL.1.3; U4S6: RL.2.6; U4S7: RL.2.7; U4S8: RL.2.7; U4S9: RL.2.4; U4S10: RL.2.5; U4S11: RL.2.6; U4S12: RL.1.2, RL.2.5; U4S13: RL.1.2; U4S14: RL.1.1; U4S15: RL.1.3; U4S16: RL.2.7; U4S17: CELEBRATION (RL.4.10 & SL.1.1 all sessions)</p>	<p>If Then, Narrative pg. W.1.3, W.2.5, W.3.8, L.3.5, L.1.1, L.1.2, L.3.6</p>	<p>MODULE 6: Time and Money</p> <p>MAFS.2.MD.3.7; MAFS.2.MD.3.8</p> <p>Calendar Focus:</p> <p>Bait: Time Bait Pattern: 15 (Feb.)</p> <p>Bait: Money Pattern: 39 (March)</p>	<p>SC.2.E.7.4, SC.2.N.1.3</p> <p>SS.2.A.2.5, SS.2.A.2.6, SS.2.A.2.7, SS.2.A.2.8, SS.2.C.2.1, SS.2.C.3.2</p>
Week 1 February 12-16	<p>The causes of migration</p> <p>Learner Profile: <i>open-minded</i></p> <p>Attitudes: <i>appreciation</i></p> <p>Approaches to Learning: Communication skills</p>	<p>Session 1-Series about Main characters R.L.1.3- character response to challenge</p> <p>Session 2- Characters respond to problems R.L.1.3- character response to challenge</p> <p>Session 3-Similarities in characters across series R.L.1.3-character response to challenge</p>	<p>Elaboration- I.T. Session 1- if the writer has created a story that is sparse W.1.3 Write narratives in which they recount a well-elaborated event</p> <p>I.T. Session 2- If the writer seems to throw in random details W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>M6- MAFS.2.MD.3.7- I can tell and write time from analog and digital clocks to the nearest five minutes.</p>	<p>SS.2.A.2.5 Identify reasons people came to the United States throughout history.</p> <p>SS.2.C.2.1 Identify what it means to be a United States citizen either by birth or by naturalization.</p>
Week 2 February 19-23	<p>The causes of migration</p> <p>Learner Profile: <i>open-minded</i></p> <p>Attitudes: <i>appreciation</i></p>	<p>Session 4-Grow to understand characters in series R.L.1.1- ask/answer questions</p>	<p>I.T.- Session 3- If story is swamped with dialogue L.3.6 Use words and phrases</p>	<p>M6- MAFS.2.MD.3.7- I can tell and write time from analog and digital clocks to the nearest five minutes.</p>	<p>SS.2.A.2.5 Identify reasons people came to the United States throughout history.</p>

	<p>Approaches to Learning: communication skills</p>	<p>Session 5-predict about characters they know R.L.1.3- character response to challenge</p>	<p>acquired through conversations, I.T.- Session 4- if the writer does what you teach W.3.8 Recall information from experiences or gather information from provided sources to answer a question</p>		<p>SS.2.C.2.1 Identify what it means to be a United States citizen either by birth or by naturalization.</p>
<p>Week 3 February 26 – March 2</p>	<p>Human migration throughout history Learner Profile: <i>risk-takers</i> Attitudes: <i>confidence</i> Approaches to Learning: thinking skills</p>	<p>Session 6-relationship between characters in a series R.L.2.6- character point of view Session 7-Authors Paint Pictures with words R.L.3.7- meaning from illustrations Session 8 –Authors use precise words R.L.3.7- meaning from illustrations/words</p>	<p>Language I.T.- Session 1- if the writer summarizes rather than story-tell W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</p>	<p>M6-MAFS.2.MD.3.8-I can solve one- and two-step word problems involving dollar bills or coins using \$ and ¢ symbols appropriately. Part A</p>	<p>SS.2.A.2.6 Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954. SS.2.A.2.7 Discuss why immigration continues today. SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States.</p>
<p>Week 4 March 5-9</p>	<p>Human migration throughout history Learner Profile: <i>risk-takers</i> Attitudes: <i>confidence</i> Approaches to Learning: thinking skills</p>	<p>Session 9-Literary language to make ordinary extraordinary R.L.2.4- words/phrases add meaning Session 10-Predicting due to what you know R.L.2.5- story structure Session 11-Bringing stories to life R.L.2.6- character point of view</p>	<p>I.T- Session 2- IF the writer struggles with spelling L.1.1 Demonstrate command of the conventions of standard English grammar</p>	<p>M6-MAFS.2.MD.3.8-I can solve one- and two-step word problems involving dollar bills or coins using \$ and ¢ symbols appropriately. Part B</p>	<p>SS.2.A.2.6 Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954. SS.2.A.2.7 Discuss why immigration continues today. SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States.</p>
<p>Week 5 March 12-16</p>	<p>The effects of migration on geography, communities, cultures, and individuals. Learner Profile: <i>risk-takers</i>, Attitudes: <i>tolerance</i> Approaches to Learning: researching skills</p>	<p>Session 12-Planning story endings R.L.2.5- story structure Session 13-Loving and sharing your series book R.L.1.2- recount central message Session 14-Best ways to share your book R.L.1.1- ask/answer questions</p>	<p>I.T. Session 3- If the writer does not use end punctuation L.1.1 Demonstrate command of the conventions of standard English grammar I.T Session 4- If the writer struggles with end punctuation L.1.1 Demonstrate command of the conventions of standard English grammar</p>	<p>M6-MAFS.2.MD.3.8-I can solve one- and two-step word problems involving dollar bills or coins using \$ and ¢ symbols appropriately. Part C</p>	<p>SC.2.E.7.4 Investigate that air is all around us and that moving air is wind. SC.2.N.1.3 Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. SS.2.A.2.8 Explain the cultural influences and contributions of immigrants today.</p>

<p>Week 6 March 19-23</p>	<p>The effects of migration on geography, communities, cultures, and individuals Learner Profile: <i>risk-takers</i>, Attitudes: <i>tolerance</i> Approaches to Learning: researching skills</p>	<p>Session 15-Book Swap R.L.1.3-character response Session 16-Sharing opinions/debating R.L.3.7-meaning from illustrations Session 17-CELEBRATION (Strengthen debate work)</p>	<p>I.T- Session 5- IF the writer has capital letters scattered throughout.. L.1.2 Demonstrate command of the conventions of standard English capitalization</p>	<p>M6-MAFS.2.MD.3.8-I can solve one- and two-step word problems involving dollar bills or coins using \$ and ¢ symbols appropriately. Part D</p>	<p>SC.2.E.7.4 Investigate that air is all around us and that moving air is wind. SC.2.N.1.3 Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. SS.2.A.2.8 Explain the cultural influences and contributions of immigrants today.</p>
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2nd Grade: Sharing the Planet

April 9, 2018 –
May 18, 2018

	Who We Are	English Language Arts		Mathematics	Science/Social Studies
		Readers Workshop	Writing Workshop		
Overview	<p>Central Idea: Living things access resources depending on their opportunities</p> <p>Key Concepts: Change, reflection, responsibility</p> <p>Related Concepts: Change, system, conservation, resources, environment, energy, evaporations, condensation, living things, dependence, balance, equal opportunity</p> <p>Learner Profile: <i>Thinkers, caring, reflective</i></p> <p>Attitudes: <i>appreciation, curiosity, respect</i></p> <p>Approaches to Learning: Thinking skills, social skills</p>	<p>If Then Curriculum: Reading and Role-Playing: Fairy Tales, Folktales, Fables, and Fables</p> <p>Bend I: Individuals Bring Their Strengths as Non-fiction (Sessions 1-6)</p> <p>Bend II: Literary Language and Vocabulary (Sessions 7-12)</p> <p>Bend III: Discovering predictable roles characters play (Sessions 13-17)</p> <p>Bend IV: Comparing and contrasting lessons that stories convey (sessions 18-21)</p> <p>I.T Session 1: RL.2.6; I.T Session 2: RL.2.6; I.T Session 3: RL.2.7; I.T Session 4: RL.3.9; I.T Session 5: RL.2.6; I.T Session 6: RL.1.2; I.T Session 7: RL.2.6; I.T Session 8: RL. 2.4; I.T Session 9: RL.2.9; I.T Session 10: RL.2.4; I.T Session 11: RL. 2.4, RF.3.3; I.T Session 12: RL.2.6; I.T Session 13: RL.2.6; I.T Session 14:RL.2.5; I.T Session 15: RL.3.9; I.T Session 16:RL.1.3; I.T Session 17: RL.2.7; I.T Session 18: RL.1.3; I.T Session 19: RL.1.2; I.T Session 20: RL.3.9; I.T Session 21: CELEBRATION RL.3.9</p> <p>(RL.4.10 & SL.1.1 all sessions)</p>	<p>Unit 3 Big Thoughts in Small Packages: Poetry (Creative Writing)</p> <p>W.1.3, W.2.5, W.3.8, L.3.5, L.1.1, L.1.2, L.3.6</p>	<p>MODULE 7: Geometry</p> <p>MAFS.2.G.1.1; MAFS.2.G.1.2; MAFS.2.G.1.3</p> <p>Calendar Focus:</p> <p>Bait: Shape (April-May)</p> <p>Pattern: 19</p> <p>Possible Review Bait (May)</p> <p>What’s My Place, What’s My Value</p>	<p>SC.2.E.7.2, SC.2.E.7.3, SC.2.E.17.1, SC.2.E.17.2, SC.2.P.10.1</p> <p>SS.2.E.1.1, SS.2.G.1.1, SS.2.G.1.2, SS.2.G.1.3, SS.2.G.1.4</p>

<p>Week 1 April 2-6</p>	<p>How living things adapt to their environment Learner Profile: <i>thinkers</i> Attitudes: <i>appreciation</i> Approaches to Learning: Thinking skills</p>	<p>I.T. Session 1-Understanding stories more deeply and closely. RL.2.6- character point of view I.T. Session 2-Mark places in your book where the main character shows strong feelings RL.2.6- character point of view I.T. Session 3-Describe characters different shades of feeling R.L.3.7- information from illustrations</p>	<p>Session 1-Seeing with poet's eyes W.1.3 Write narratives in which they recount a well-elaborated event Session 2-Listening for line breaks W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>M7- MAFS.2.G.1.1- I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.</p>	
<p>Week 2 April 9 -13</p>	<p>How living things adapt to their environment Learner Profile: <i>reflective</i> Attitudes: <i>respect</i> Approaches to Learning: Thinking skills</p>	<p>I.T. Session 4-Compare real life to fables, folk tales etc. R.L.3.9- compare/contrast 2 stories I. T. Session 5-Act our stories R.L.2.6- character point of view I.T. Session 6-Jot down events as they occur. R.L.1.2- lesson/message/moral of story</p>	<p>Session 3- Putting powerful thought in time packages W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. Session 4- Poets find poems in the strong feelings and concrete details of life L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. Session 5- Editing poetry W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>M7- MAFS.2.G.1.1-I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.</p>	<p>SC.2.E.17.1 SC.2.E.17.2 SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements. SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, and North America SS.2.G.1.3 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole. SS.2.G.1.4 Use a map to locate the countries in North America</p>
<p>Week 3 April 16 -20</p>	<p>The effect of resources on living things Learner Profile:<i>reflective</i> Attitudes: <i>curiosity</i> Approaches to Learning: social skills</p>	<p>I.T. Session 7-Becoming storytellers R.L.2.6- character point of view I.T. Session 8-Using extra special words (Listen here!) R.L.2.4- words and phrases add to text I.T. Session 9-Comparing two things that are different</p>	<p>Session 6-Searching for honest, precise words: language matters L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. Session 7- patterning through repetition L.3.6 Use words and</p>	<p>M7-MAFS.2.G.1.2-I can partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>SC.2.E.7.2 Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air. SS.2.E.1.1 Recognize that people make choices because of limited resources.</p>

		R.L.3.9- compare/contrast 2 stories	phrases acquired through conversation		
<p>Week 4 April 23-27</p>	<p>The effect of resources on living things Learner Profile: <i>reflective</i> Attitudes: <i>curiosity</i> Approaches to Learning: social skills</p>	<p>I.T Session 10-Playful language, words with different meaning (can, can) R.L.2.4- words and phrases add meaning I.T. Session 11- Figuring out tricky words R.L.2.4- words and phrases add meaning I.T. Session 12- Reading with Drama and expression R.L.2.6- character point of view</p>	<p>Session 8- Poems are moody W.3.8 Recall information from experiences or gather information from provided sources to answer a question. Session 9- Using comparisons to clarify feelings and ideas W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. Session 10- Stretching out a comparison W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>M7- MAFS.2.G.1.2-I can partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>SC.2.E.7.2 Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air. SS.2.E.1.1 Recognize that people make choices because of limited resources.</p>
<p>Week 5 April 30 – May 4</p>	<p>The ways we can conserve natural resources Learner Profile: <i>caring</i> Attitudes: <i>appreciation, curiosity, respect</i> Approaches to Learning: Thinking skills, social skills</p>	<p>I.T. Session 13-Characters characteristics across books R.L.2.6-character point of view I.T. Session 14-Take on role of character to predict what's going to happen next. R.L.2.5- story structure I.T. Session 15-How is the character the same or different in other books R.L.3.9- compare/contrast 2 stories</p>	<p>Session 11- Studying structure W.3.8 Recall information from experiences or gather information from provided sources to answer a question. Session 12- Studying a mentor text with poet's eyes W.3.8 Recall information from experiences or gather information from provided sources to answer a question. Session 13- Matching structures to feelings L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>M7- MAFS.2.G.1.3-I can partition circles and rectangles into two, three, squares. Skip count to find the total number of squares 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.</p>	<p>SC.P.10.1 Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars. SC.2.E.7.3 Investigate, observe and describe how water left in an open container disappears</p>

<p>Week 6 May 7 – 11</p>	<p>The ways we can conserve natural resources Learner Profile: <i>Thinkers, caring, reflective</i> Attitudes: <i>appreciation, curiosity, respect</i> Approaches to Learning: Thinking skills, social skills</p>	<p>I.T. Session 16-Real life personalities vs. fairy tale characters R.L.1.3- character response to challenge I.T. Session 17-Creating your version of a fairy tale, folk-tales, fables etc. R.L.3.7- information from illustrations I. T Session 18-Learning lessons from books they've read R.L.1.3- character response to challenge</p>	<p>Session 14- Playing with point of view L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. Session 15- revising poems: replacing feeling words L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>M7- MAFS.2.G.1.3- I can partition circles and rectangles into two, three, squares. Skip count to find the total number of squares 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.</p>	<p>SC.P.10.1 Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars. SC.2.E.7.3 Investigate, observe and describe how water left in an open container disappears</p>
<p>Week 7 May 14-18</p>	<p>The ways we can conserve natural resources</p>	<p>I.T. Session 19-Learning from the characters in books R.L.1.2- lesson from story I.T. Session 20- Compare/contrast how authors convey the same lesson R.L.3.9- compare/contrast 2 stories I.T. Session 21-Different versions of the same story, or books that contain similar characters</p>	<p>Session 16- Editing poems: reading aloud to find trouble spots L.1.2 Demonstrate command of the conventions of standard English capitalization Session 17- CELEBRATION W.1.3 Write narratives in which they recount a well-elaborated event</p>	<p>End of Module 7- MAFS.2.G.1.3- I can partition circles and rectangles into two, three, squares. Skip count to find the total number of squares 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.</p>	<p>SC.P.10.1 Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars. SC.2.E.7.3 Investigate, observe and describe how water left in an open container disappears</p>