

Unit 1

This version of the CCGPS state framework weekly pacing guide includes the 2013 unit 1 revised unit and the old CCGPS units are located at the following link. This packet will include 5 total units with 2 pacing versions for Unit 1 at the beginning.

<http://georgiaelaccgpsk-5.wikispaces.com/> This version of the CCGPS state framework weekly pacing guide includes the 2013 unit 1 revised unit and the old CCGPS units are located at the following link. This packet will include 5 total units with 2 pacing versions for Unit 1 at the beginning. The tabs and titles indicate week 1 of 2013 (revised units) and week 1 of last years units (2012-2013 units).

<http://georgiaelaccgpsk-5.wikispaces.com/>

Math Revisions

Each Math Revision will be noted in orange throughout the framework. Some grade levels will notice a change in unit order and some grade levels will only see lesson insertions, deletions, and reorder. Be sure to reference the revised Math frameworks found at this link:

<https://www.georgiastandards.org/Common-Core/Pages/Math-K-5.aspx>

Week 1 2nd Grade (2013 Unit 1)

Reading	Social Studies	Science	Math
<p>Lesson 1: *Begin extended text that students are familiar with. *Intro main Characters. *Note how pictures/illustrations support characters, setting, general action. *5W/How flip book (directions in lesson). *Mini-lesson adjectives. *Character traits. *Character graffiti wall (directions in lesson). *Character collage. *Speaking/Listening expectations.</p>	<p>Social Studies Framework: Unit 1:pg. 3 Distribution of Power: students will conduct survey of rules and procedures *math connection: create graph and link to math tasks</p>	<p>Matter: Task 1: Matter Changes: pg. 5 Students will discover solids and liquids Journal: Answer questions: pg. 6</p>	<p>Where Am I On the Number Line: Scaffolding Task Partners Place Value Understanding</p>
<p>ELA Lessons found at the end of reading lessons starting on approximately pg. 18. *Begin Narrative Writing Process Week 2.</p>			<p>I Spy a Number Scaffolding Task Partners Place Value Understanding</p>
Acquisition Skills			
<p>identify sounds, word chunks, proper nouns, adjectives; write complete sentences; Story elements</p>	<p>ability to define rules and the reason for them</p>	<p>science "lab" expectations</p>	<p>recognize numbers sequentially, number line applications, ability to communicate mathematical reasoning</p>
Formative Assessments			
<p>Draw a picture of you and something you did over summer vacation, illustrate, and write a narrative descriptive paragraph.</p>	<p>Write an important rule to follow in school and give reasons</p>	<p>What is Matter: Word Splash and illustration (predicting and prior learning connections)</p>	<p>complete number line with missing numbers; identify numbers in different place value positions, use formative assessment questions in unit task</p>
Student Portfolio			
<p>5 W/How flipbook, Narrative Writing, Character Collage</p>	<p>graph and survey</p>	<p>journal: task evidence</p>	<p>evidence of math task in journal</p>
Management			
<p>Beginning of the year procedures and routines; demonstrate journal expectations; model think-pair-share; begin small group routines (1 small group and 1 independent group); explain independent task expectations and build stamina</p>			

Week 2 2nd Grade (2013 Unit 1)

Reading	Social Studies	Science	Math
<p>Lesson 2: *Read selected text selection that focuses on the lesson. *Search pictures and illustrations for setting clues. *Model setting questions with flip book from lesson 1. *Students add to when/where section. *Write about how illustrations were successful at describing setting. *Small groups complete setting map. *Review speaking/listening expectations.</p>	<p>Social Studies Framework: Unit 1: pg. 2,3 Students will create their own classroom economy by assigning jobs and setting goals.</p>	<p>Matter: Task 2: pg. 6: Marvelous Matter Students learn that matter is all around and exists in three stages Journal: matter property cards; matter museum</p>	<p>Number Hop Constructing Task Small Group/ Individual Skip Counting</p>
<p>ELA</p>	<p>Students will write a journal entry identifying the environment they would like to live.</p>		<p>Place Value Play Constructing Task Large Group Building 3 digit-Numbers</p>
<p>Lesson 1 Generating Ideas: *Narrative Map. *Intro Narrative elements. *Demonstrate main idea sentences. *Model with Mentor texts bullet. *Generate list of topics. *Anchor chart on how to elaborate on an event. *Complete pre-writing activity at beginning of framework.</p>			
Acquisition Skills			
<p>identify sounds, word chunks, proper nouns, adjectives; write complete sentences; Story elements</p>	<p>identify environment and necessary jobs for the classroom</p>	<p>use prior learning and vocabulary</p>	<p>recognize numbers sequentially, number line applications, ability to communicate mathematical reasoning</p>
Formative Assessments			
<p>Writing Prompt: Why is the setting important to the story? Illustrate an answer. <i>You want the student to recognize that the setting matches the characters and the plot.</i></p>	<p>make a list of jobs that help the classroom</p>	<p>3 column sort of matter pictures</p>	<p>complete number line with missing numbers; identify numbers in different place value positions, use formative assessment questions in unit task</p>
Student Portfolio			
<p>Flip Book, Setting Map, and Temporal Word Activity.</p>	<p>job assignment project environment project</p>	<p>matter museum project</p>	<p>evidence of math task in journal</p>
Management			
<p>Beginning of the year procedures and routines; demonstrate journal expectations; model think-pair-share; begin small group routines (1 small group and 1 independent group); explain independent task expectations and build stamina</p>			

Week 3 2nd Grade (2013 Unit 1)

Reading	Social Studies	Science	Math
<p>Lesson 3: *Read portion of selected text that highlights plot specifics. *Talk about beginning, middle, end. *Refer back to flip book, model completing what/why/how sections. *Anchor chart group activity identify what, why, how with other books. *Write a book advertisement as an invitation.</p>	<p>Social Studies Framework: Unit 1: pg. 4 Students will create a timeline for their lives up to the present; they will also persuade a reader why making a timeline of events is important for historical purposes *math connection: review number line</p>	<p>Matter: Task 3: pg. 9: Temperature Changes Matter Students discover how temperature changes matter Journal: students record experiment findings</p>	<p>The Importance of Zero Constructing Task Large Group Using Zero as a Digit</p>
<p>ELA</p>			<p>Base Ten Pictures Practice Task Large Group, Individual Represent numbers using models, diagrams, and number sentences</p>
<p>Lesson 2 Sequencing events/using temporal words: *Anchor chart with temporal word. *Model using temporal words to sequence events. *Provide event cards for students to sequence (either pre-bought or teacher made). *Write about events in sequence with temporal words. *Teacher made paragraphs; students insert temporal words.</p>			<p>Building Base Ten Numbers Constructing Task Partners or Individual Represent numbers using models, diagrams, and number sentences</p>
Acquisition Skills			
<p>identify sounds, word chunks, proper nouns, adjectives; write complete sentences; Story elements; Temporal Words</p>	<p>identify timeline</p>	<p>use prior learning and vocabulary</p>	<p>recognize numbers sequentially, number line applications, ability to communicate mathematical reasoning</p>
Formative Assessments			
<p>Writing Prompt: Why is the middle of the story usually bigger than the beginning and the end?</p>	<p>create a timeline for today's school day; include times and a short description or illustration</p>	<p>summarize prior knowledge about matter</p>	<p>build numbers with base ten blocks or pictures; identify numbers in different place value positions, use formative assessment questions in unit task</p>
Student Portfolio			
<p>Beginning, middle and end flip book evidence; book advertisement; Writing evidence.</p>	<p>timeline</p>	<p>experiment findings with summary explanation</p>	<p>evidence of math task in journal</p>
Management			
<p>Beginning of the year procedures and routines; demonstrate journal expectations; model think-pair-share; begin small group routines (1 small group and 2 independent groups); explain independent task expectations and build stamina</p>			

Week 4 2nd Grade (2013 Unit 1)			
Reading	Social Studies	Science	Math
Lesson 4: *Model sequencing events with temporal words. *Refer to oversize flip book. *Discuss beginning, middle, end. *Discuss central message/main idea and supporting events/details. *Bubble web with main idea and details. *Comic strips retell activity found in lesson/relate to character traits. *Media projects found from list found in lesson. *Formative assessment found in lesson.	Social Studies Framework: Unit 1: pg. 4 Scarcity Skits Write a response reaction to activity and how it felt for an item to be scarce.	Matter: Task 4: pg. 10: Solids, liquids, and gases Journal: record matter state findings	What's My Number Constructing Task Small Group Represent numbers using models, diagrams, and number sentences
ELA			Capture the Caterpillar Practice Task Small Group Represent numbers using models, diagrams, and number sentences
Lesson 3 Narrative Writing Organization: (You will have 2 weeks to complete this lesson) *Intro "Hamburger strategy" to demonstrate organization of narrative. *Small group writing with "Hamburger Model" on Common experience. *Students should save to use for rough draft.			FORMATIVE ASSESSMENT LESSON MCC2.NBT.1
Acquisition Skills			
identify sounds, word chunks, proper nouns, adjectives; write complete sentences; Story elements; Temporal Words	identify scarcity: word web	use prior learning and vocabulary	recognize numbers sequentially, number line applications, ability to communicate mathematical reasoning
Formative Assessments			
Writing Prompt: How does sequencing events help you understand what you are reading?	writing prompt: have you ever wanted something but you could not get it; How did you feel?	summarize prior knowledge about matter	build different numbers with manipulatives; identify numbers in different place value positions, use formative assessment questions in unit task
Student Portfolio			
Beginning, middle and end flip book evidence; Bubble web; Media projects; Hamburger Model	evidence of scarcity skits and summary of task	experiment findings with summary explanation	evidence of math task in journal
Management			
Beginning of the year procedures and routines; demonstrate journal expectations; model think-pair-share; begin small group routines (1 small group and 3 independent groups); explain independent task expectations and build stamina			

Week 5 2nd Grade (2013 Unit 1)			
Reading	Social Studies	Science	Math
Lesson 5: *Intro informational text. *Text features. *Read aloud and complete illustrations of 5 W/How. *Complete graphic organizer to answer questions. *Text and answer chart activity (link and directions found in lesson). *Reciprocal teaching with lessons. *Review listening/speaking procedures.	Social Studies: Framework: Unit 2: pg. 2 Create K - W - L chart Georgia using social studies text info. T will model reading for information to complete chart *ELA connection for finding information	Matter: Task 5: pg. 11: Science Myth-busters Journal: Graphic organizer for science mysteries	Fill the Bucket Practice Task Large Group, Partners Comparing 3 and 4 Digit Numbers
ELA	Teacher will model completing a main idea and supporting details graphic organizer with information from the K - W - L chart; Students will then create an informational paragraph on a postcard.		High Roller Practice Task Small Group Comparing 4 Digit Numbers
Lesson 3 Continued- Narrative Writing Organization: *Intro "Hamburger strategy" to demonstrate organization of narrative. *Small group writing with "Hamburger Model" on Common experience. *Students should save to use for rough draft.			
Acquisition Skills			
identify sounds, word chunks, proper nouns, adjectives; write complete sentences; Story elements; Temporal Words	ability to locate facts	use prior learning and vocabulary	recognize numbers sequentially, number line applications, ability to communicate mathematical reasoning
Formative Assessments			
Writing Prompt: What is the difference between and information text and a narrative text? Illustrate your answer.	Writing prompt: What do you know about Georgia and why would someone want to visit?	summarize prior knowledge about matter	build different numbers with manipulatives; identify numbers in different place value positions, use formative assessment questions in unit task
Student Portfolio			
Beginning, middle and end flip book evidence; Hamburger Model; Text and answer chart	KWL chart postcard	Scientific Mystery Evidence and summary of task	evidence of math task in journal
Management			
Beginning of the year procedures and routines; demonstrate journal expectations; model think-pair-share; begin small group routines (1 small group and 4 independent groups); explain independent task expectations and build stamina			

Week 6 2nd Grade (2013 Unit 1)			
Reading	Social Studies	Science	Math
Lesson 6: *Model 5 step previewing strategies for locating text features. *Lesson description includes directions for small group activity. *Text feature scavenger hunt.	(Two Week Activity) Social Studies: Yummy Map: Framework: Unit 2: pg. 3 Students will begin to gather information about regions of GA using any materials (i.e. brochures, internet, books) and create a post card to show others where they have visited	Matter: Task 6: pg. 13: Marvelous Matter Café Journal: Marvelous Matter Mixture Recipe Matter Test	Place Value Breakdown Practice Task Partners Expanded Notation
ELA			Carol's Numbers Performance Task Individual Summative Assessment
Lesson 4 Writing a Rough Draft: (You will have 2 weeks to complete this lesson) *Use "Hamburger Model" to model writing rough draft. *Students independently use "Hamburger Model" from previous lesson to write rough draft. *Can be summative assessment.			
Acquisition Skills			
identify sounds, word chunks, proper nouns, adjectives; write complete sentences; Story elements; Temporal Words	ability to compare and contrast	use prior learning and vocabulary	recognize numbers sequentially, number line applications, ability to communicate mathematical reasoning
Formative Assessments			
Writing Prompt: How do chapter headings help you identify the main topic/idea?	draw a picture of Georgia and label areas	summarize prior knowledge about matter	build different numbers with manipulatives; identify numbers in different place value positions, use formative assessment questions in unit task
Student Portfolio			
Writing Evidence and Text Features Scavenger hunt	summary of making yummy map *ELA connection: write "How To" Postcard	Marvelous Matter Café evidence Matter test	evidence of math task in journal
Management			
continue beginning of the year procedures and routines; demonstrate journal expectations; model think-pair-share; begin small group routines (1 small group and 4 independent groups); explain independent task expectations and build stamina			

Week 7 2nd Grade (2013 Unit 1)

Reading	Social Studies	Science	Math
Lesson 7: *Discuss how text features are helpful for understanding content. *Select unfamiliar and important vocab and model answering questions with vocab (example in lesson). *My news graphic organizer in partner groups. *Mini-lesson on prefixes and suffixes.	Continue Social Studies: Yummy Map: Framework: Unit 2: pg. 3 Students will begin to gather information about regions of GA using any materials (i.e. brochures, internet, books) and create a post card to show others where they have visited	Matter: Performance Tasks: pg. 4 GRASPS Create Comic Strip Character that can change matter *ELA connection: setting could be solar system with matter properties based on research; character feelings/traits review	Incredible Equations Scaffolding Task Large Group, Small Groups Composing and decomposing numbers
ELA			Order is Important Scaffolding Task Large Group Using a number line for addition and subtraction
Lesson 4 Continued - Writing a Rough Draft: *Use "Hamburger Model" to model writing rough draft. *Students independently use "Hamburger Model" from previous lesson to write rough draft. *Can be summative assessment.			Different Paths, Same Destination Constructing Task Large Group, Partners Using a 99 chart MCC.2.OA.2 MCC.2.N
Acquisition Skills			
identify sounds, word chunks, proper nouns, adjectives; write complete sentences; Story elements; Temporal Words; Prefixes and Suffixes	ability to compare and contrast	use prior learning and vocabulary	basic addition and subtraction facts with fluency or manipulative support; use of number line
Formative Assessments			
Writing Prompt: How is a glossary like a dictionary?	draw a picture of Georgia and label areas	summarize prior knowledge about matter	problem solving with word problems using manipulatives and an explanation of mathematical reasoning; use formative assessment questions in task
Student Portfolio			
Writing Evidence; My New Words Graphic Organizer; Activity with Prefixes and Suffixes	summary of making yummy map *ELA connection: write "How To" Postcard	GRASPS evidence	math task evidence in journal
Management			
at this point small group instruction should be evident in all subject areas; demonstrate journal expectations; model think-pair-share; small group routines (1 small group and 4 independent groups); explain independent task expectations and build stamina			

Week 8 2nd Grade (2013 Unit 1)

Reading	Social Studies	Science	Math
Lesson 8: *Model identifying main topic sentences. *Using pre selected text, students will highlight key terms. *Anchor chart on main topic/idea. *Complete "I Know Graphic Organizer."	Social Studies Frameworks: Unit 2:pg 4 Students will create a brochure that will encourage tourism for Georgia.	Seasonal Changes: Task 1: (pg. 7) Experience/Wonder/ Discover Chart Read The Tiny Seed by Eric Carle Journal: Pictures and explanations of how seasons affected seed growth ELA connection: review cause and effect	Number Destinations Practice Task Individual Using a 99 chart
ELA			Our Number Riddles/My Number Riddle Constructing Task Large group, Partners Practice Task Individual Using a 99 chart
Lesson 5: Our suggestion for writing is to model the editing process through peer conferences, teacher conferences, and individual editing reference mark charts. There is no lesson specific in frameworks.			
Acquisition Skills			
identify sounds, word chunks, proper nouns, adjectives; write complete sentences; Story elements; Temporal Words; Prefixes and Suffixes	define brochure in own words	season word web	basic addition and subtraction facts with fluency or manipulative support; use of 99 chart
Formative Assessments			
Writing Prompt: How do key terms help you understand an informational topic?	Writing prompt: Why is it important to have a brochure to encourage tourists to visit your state?	four block: draw and summarize the four seasons	problem solving with word problems using manipulatives and an explanation of mathematical reasoning; use formative assessment questions in task
Student Portfolio			
I Know Graphic Organizer and Writing evidence.	Georgia Brochure	E/W/D chart	math task evidence in journal
Management			
at this point small group instruction should be evident in all subject areas; demonstrate journal expectations; model think-pair-share; small group routines (1 small group and 4 independent groups); explain independent task expectations and build stamina			

Week 9 2nd Grade (2013 Unit 1)			
Reading	Social Studies	Science	Math
Lesson 9: *Using formative and summative assessments found at the beginning of the framework have students respond to at least one of the three prompts. There are three text neutral prompts and three text specific prompts. Utilize all resources, graphic organizers, and skills taught throughout this unit.	Social Studies Framework Unit 2: pg. 4, 5 Use Venn Diagram to compare and contrast life in GA now and life in GA 100 years ago. (pg. 12 of social studies framework) *ELA connection: S will write a narrative pretending that they lived in GA 100 years ago (using facts to create narrative with Hamburger model)	Seasonal Changes: Task 2: Branching Out (pg. 8) Venn Diagram Journal Response: Predictions using Venn diagram observations and sketch	Building/Busting Towers of 10 Constructing Task Partners Represent numbers using models, diagrams, and number sentences
ELA			Story Problems Constructing Task Large Group, Small Group Representing numbers, Addition and Subtraction
Lesson 6: Our suggestion for writing is to model the publishing process through peer conferences, teacher conferences, and individual publishing. There is no lesson specific in frameworks.			Roll Away Practice Task Individual Estimation, Mental math strategies
Acquisition Skills			
identify sounds, word chunks, proper nouns, adjectives; write complete sentences; Story elements; Temporal Words; Prefixes and Suffixes	ability to compare and contrast	define observation	basic addition and subtraction facts with fluency or manipulative support; use of 99 chart
Formative Assessments			
Complete Venn Diagram to compare and contrast narrative and informational texts.	Writing prompt: How was school different 100 years ago compared to today?	Writing Prompt: What happens when seasons change?	problem solving with word problems using manipulatives and an explanation of mathematical reasoning; use formative assessment questions in task
Student Portfolio			
Summative and Formative Assessments	Narrative Writing	task evidence	math task evidence in journal
Management			
at this point small group instruction should be evident in all subject areas; demonstrate journal expectations; model think-pair-share; small group routines (1 small group and 4 independent groups); explain independent task expectations and build stamina			

Week 1 2nd Grade			
ELA	Social Studies	Science	Math
<p>2 days: EQ: How are the characters' roles and responsibilities in Judy Blume's <u>Fudge-a-Mania</u> related?</p> <p>*read aloud of chapters 1&2</p> <p>*think-pair-share with 5 w's</p> <p>*identify main characters and character traits</p> <p>*create flipbook of characters and traits</p> <p>*journal: choose a character and write describing sentences</p>	<p>Social Studies Framework: Unit 1:pg. 3</p> <p>Distribution of Power: students will conduct survey of rules and procedures</p> <p>*math connection: create graph and link to math tasks</p>	<p>Matter: Task 1: Matter Changes: pg. 5</p> <p>Students will discover solids and liquids</p> <p>Journal: Answer questions: pg. 6</p>	<p>Where Am I On the Number Line: Scaffolding Task</p> <p>Partners Place Value Understanding</p>
<p>2-3 days: EQ: In what ways do illustrations and words help the reader gain information?</p> <p>*use flipbook from previous lesson and focus a phonics lesson around each characters name (focusing on consonant blends and digraphs)</p> <p>*create a flipbook that students complete with members of their family</p> <p>*each page should focus on illustration of character, adjectives, roles/relationships</p>			<p>I Spy a Number Scaffolding Task</p> <p>Partners Place Value Understanding</p>
Acquisition Skills			
<p>identify sounds, word chunks, proper nouns, adjectives; write complete sentences</p>	<p>ability to define rules and the reason for them</p>	<p>science "lab" expectations</p>	<p>recognize numbers sequentially, number line applications, ability to communicate mathematical reasoning</p>
Formative Assessments			
<p>Draw a picture of you and something you did over summer vacation, illustrate, and write a descriptive paragraph</p>	<p>Write an important rule to follow in school and give reasons</p>	<p>What is Matter: Word Splash and illustration (predicting and prior learning connections)</p>	<p>complete number line with missing numbers; identify numbers in different place value positions, use formative assessment questions in unit task</p>
Student Portfolio			
<p>character flipbook family member flipbook</p>	<p>graph and survey</p>	<p>journal: task evidence</p>	<p>evidence of math task in journal</p>
Management			
<p>Beginning of the year procedures and routines; demonstrate journal expectations; model think-pair-share; begin small group routines (1 small group and 1 independent group); explain independent task expectations and build stamina</p>			

Week 2 2nd Grade			
ELA	Social Studies	Science	Math
<p>2 days: EQ: In what ways are characters in <u>Fudge-a-Mania</u> like people in your family?</p> <p>*summarizing</p> <p>*share family flipbooks in small group</p> <p>*compare similarities to other families</p>	<p>Social Studies Framework: Unit 1: pg. 2,3 Students will create their own classroom economy by assigning jobs and setting goals.</p>	<p>Matter: Task 2: pg. 6: Marvelous Matter Students learn that matter is all around and exists in three stages Journal: matter property cards; matter museum</p>	<p>Number Hop Constructing Task Small Group/ Individual Skip Counting</p>
<p>2 days: EQ: In what ways are families alike?</p> <p>*technology connection</p> <p>*compare roles of family members</p> <p>*introduce Hamburger Strategy for narrative writing</p> <p>*journal response:compare your family with the family in the video</p>	<p>Students will write a journal entry identifying the environment they would like to live.</p>		<p>Place Value Play Constructing Task Large Group Building 3 digit-Numbers</p>
<p>1 day: EQ: How do I decide where and when apostrophes are needed?</p> <p>*introduce the use of apostrophes in contractions and possessives</p> <p>*read aloud chapter three and complete a t-chart with contractions and possessives heard during reading</p> <p>*write sentences using example from t-chart and combine sentences with another students to create compound sentences.</p>			
Acquisition Skills			
<p>identify complete sentences, paragraph, compare and contrast, recognize contractions and possessives</p>	<p>identify environment and necessary jobs for the classroom</p>	<p>use prior learning and vocabulary</p>	<p>recognize numbers sequentially, numberline applications, ability to communicate mathematical reasoning</p>
Formative Assessments			
<p>compare and contrast yourself with a classmate using a Venn Diagram; incorporate possessive nouns to show ownership and use contractions when you can</p>	<p>make a list of jobs that help the classroom</p>	<p>3 column sort of matter pictures</p>	<p>complete number line with missing numbers; identify numbers in different place value positions, use formative assessment questions in unit task</p>
Student Portfolio			
<p>Venn Diagram T-Chart</p>	<p>job assignment project environment project</p>	<p>matter museum project</p>	<p>evidence of math task in journal</p>
Management			
<p>Beginning of the year procedures and routines; demonstrate journal expectations; model think-pair-share; begin small group routines (1 small group and 1 independent group); explain independent task expectations and build stamina</p>			

Week 3 2nd Grade			
ELA	Social Studies	Science	Math
<p>2 days: EQ: Why is it important to tell a story in the order in which it happened?</p> <p>*summarize read aloud of chapter 4</p> <p>*story map of chapters read aloud so far</p> <p>*poem connection (focus on rhythm, rhyme, and author's purpose)</p> <p>*use character to describe feelings</p> <p>*write acrostic poem with own name or book character</p>	<p>Social Studies Framework: Unit 1: pg. 4</p> <p>Students will create a timeline for their lives up to the present; they will also persuade a reader why making a timeline of events is important for historical purposes</p> <p>*math connection: review number line</p>	<p>Matter: Task 3: pg. 9: Temperature Changes Matter</p> <p>Students discover how temperature changes matter</p> <p>Journal: students record experiment findings</p>	<p>The Importance of Zero Constructing Task</p> <p>Large Group Using Zero as a Digit</p>
<p>2 days: EQ: How do readers gain an understanding of characters' actions and feelings?</p> <p>*technology connection</p> <p>*expression with character dialogue</p> <p>*connection video with book with a safety poster (use rubric to set requirements)</p> <p>*journal on importance of rules</p>			<p>Base Ten Pictures Practice Task</p> <p>Large Group, Individual</p> <p>Represent numbers using models, diagrams, and number sentences</p>
			<p>Building Base Ten Numbers Constructing Task</p> <p>Partners or Individual</p> <p>Represent numbers using models, diagrams, and number sentences</p>
Acquisition Skills			
<p>recognize poem attributes; feelings; complete sentences; ability to read/recognize expression in dialogue</p>	<p>identify timeline</p>	<p>use prior learning and vocabulary</p>	<p>recognize numbers sequentially, number line applications, ability to communicate mathematical reasoning</p>
Formative Assessments			
<p>complete an acrostic poem about school rules</p>	<p>create a timeline for today's school day; include times and a short description or illustration</p>	<p>summarize prior knowledge about matter</p>	<p>build numbers with base ten blocks or pictures; identify numbers in different place value positions, use formative assessment questions in unit task</p>
Student Portfolio			
<p>acrostic poem</p> <p>journal entry</p>	<p>timeline</p>	<p>experiment findings with summary explanation</p>	<p>evidence of math task in journal</p>
Management			
<p>Beginning of the year procedures and routines; demonstrate journal expectations; model think-pair-share; begin small group routines (1 small group and 2 independent groups); explain independent task expectations and build stamina</p>			

Week 4 2nd Grade			
ELA	Social Studies	Science	Math
<p>2+days: EQ: How do stories/books help us understand our own lives? *read aloud poem and <u>Alexander and the Terrible, No Good, Horrible, Very Bad Day</u> *phonics focus: -tch</p> <p>*compare and contrast story and poem</p> <p>*write a response to prompt using Hamburger Model and teacher made rubric</p>	<p>Social Studies Framework: Unit 1: pg. 4</p> <p>Scarcity Skits</p> <p>Write a response reaction to activity and how it felt for an item to be scarce.</p>	<p>Matter: Task 4: pg. 10: Solids, liquids, and gases</p> <p>Journal: record matter state findings</p>	<p>What's My Number Constructing Task</p> <p>Small Group</p> <p>Represent numbers using models, diagrams, and number sentences</p>
<p>2-3 days: How does a writer's choice of words influence his writing? *word study focus: prefix cent- *use table of contents to recognize main ideas</p> <p>*read aloud chapter 7; 3 column sort of good, better, best events</p> <p>*vocabulary focus: define and identify synonyms of words identified in lesson</p>			<p>Capture the Caterpillar Practice Task</p> <p>Small Group</p> <p>Represent numbers using models, diagrams, and number sentences</p>
Acquisition Skills			
<p>recognition of word chunks, synonyms, identify what story is mostly about; use prior learning to complete writing assessment</p>	<p>identify scarcity: word web</p>	<p>use prior learning and vocabulary</p>	<p>recognize numbers sequentially, number line applications, ability to communicate mathematical reasoning</p>
Formative Assessments			
<p>complete a 3 column sort of good, better, best things that have happened in the first weeks of school</p>	<p>writing prompt: have you ever wanted something but you could not get it; How did you feel?</p>	<p>summarize prior knowledge about matter</p>	<p>build different numbers with manipulatives; identify numbers in different place value positions, use formative assessment questions in unit task</p>
Student Portfolio			
<p>Narrative writing assessment</p> <p>3 column chart</p>	<p>evidence of scarcity skits and summary of task</p>	<p>experiment findings with summary explanation</p>	<p>evidence of math task in journal</p>
Management			
<p>Beginning of the year procedures and routines; demonstrate journal expectations; model think-pair-share; begin small group routines (1 small group and 3 independent groups); explain independent task expectations and build stamina</p>			

Week 5 2nd Grade			
ELA	Social Studies	Science	Math
<p>1 day: EQ: How does an author convey a character's mood? *expressive reading by students of chapter 8 character moods *journal: write/draw about your mood</p>	<p>Social Studies: Framework: Unit 2: pg. 2 Create K - W - L chart Georgia using social studies text info. T will model reading for information to complete chart *ELA connection for finding information</p>	<p>Matter: Task 5: pg. 11: Science Myth-busters Journal: Graphic organizer for science mysteries</p>	<p>Fill the Bucket Practice Task Large Group, Partners Comparing 3 and 4 Digit Numbers</p>
<p>2 days: EQ: How can different parts of a book help readers? *Use two non fiction book to compare to the read aloud of chapter 8 and 9 *use table of contents and index and glossary to relate facts of book to read aloud Journal: experiences you have had with germs</p>	<p>Teacher will model completing a main idea and supporting details graphic organizer with information from the K - W - L chart; Students will then create an informational paragraph on a postcard.</p>		<p>High Roller Practice Task Small Group Comparing 4 Digit Numbers</p>
<p>1 day: EQ: In what ways does changing the beginning or ending of words affect word meaning? *focus on prefixes and suffixes found in chapter 10 *create anchor chart modeled in task lesson *5 w's with partners to understand chapter</p>			
Acquisition Skills			
<p>recognition of text features in non fiction text, ability to compare and contrast, identify prefix and suffix</p>	<p>ability to locate facts</p>	<p>use prior learning and vocabulary</p>	<p>recognize numbers sequentially, number line applications, ability to communicate mathematical reasoning</p>
Formative Assessments			
<p>compare the parts of the book read aloud so far with experiences from your life</p>	<p>Writing prompt: What do you know about Georgia and why would someone want to visit?</p>	<p>summarize prior knowledge about matter</p>	<p>build different numbers with manipulatives; identify numbers in different place value positions, use formative assessment questions in unit task</p>
Student Portfolio			
<p>journal entries prefix and suffix chart</p>	<p>KWL chart postcard</p>	<p>Scientific Mystery Evidence and summary of task</p>	<p>evidence of math task in journal</p>
Management			
<p>Beginning of the year procedures and routines; demonstrate journal expectations; model think-pair-share; begin small group routines (1 small group and 4 independent groups); explain independent task expectations and build stamina</p>			

Week 6 2nd Grade			
ELA	Social Studies	Science	Math
<p>2 days: EQ: What makes characters' experiences most interesting to the reader? *read aloud of chapter 11, 12 and let students use expression and voice with character dialogue</p> <p>*cause and effect</p> <p>*technology connection</p> <p>*small group work with rules and laws</p> <p>*sharing with sentence stem</p>	<p>(Two Week Activity)</p> <p>Social Studies: Yummy Map: Framework: Unit 2: pg. 3</p> <p>Students will begin to gather information about regions of GA using any materials (i.e. brochures, internet, books) and create a post card to show others where they have visited</p>	<p>Matter: Task 6: pg. 13: Marvelous Matter Café</p> <p>Journal: Marvelous Matter Mixture Recipe Matter Test</p>	<p>Place Value Breakdown Practice Task</p> <p>Partners</p> <p>Expanded Notation</p>
<p>2 days: EQ: In what ways does capitalization and punctuation assist readers? *use character flipbook previously made *read aloud chapter 13, 14 *add details to flipbook</p> <p>*narrative writing with Hamburger model</p> <p>*transition words, editing for punctuation and capitalization</p>			<p>Carol's Numbers</p> <p>Performance Task</p> <p>Individual</p> <p>Summative Assessment</p>
<p>1 day: EQ: How is sequence of events important in both reading and writing?</p> <p>*preview rubric</p> <p>*answer prompt using Hamburger model</p>			
Acquisition Skills			
<p>knowledge of cause and effect, ability to use prior learning to add details and complete writing prompt</p>	<p>ability to compare and contrast</p>	<p>use prior learning and vocabulary</p>	<p>recognize numbers sequentially, number line applications, ability to communicate mathematical reasoning</p>
Formative Assessments			
<p>write an example of cause and effect that you have experienced during the school day, try to use transition words</p>	<p>draw a picture of Georgia and label areas</p>	<p>summarize prior knowledge about matter</p>	<p>build different numbers with manipulatives; identify numbers in different place value positions, use formative assessment questions in unit task</p>
Student Portfolio			
<p>cause and effect entry</p> <p>writing prompt entry</p>	<p>summary of making yummy map</p> <p>*ELA connection: write "How To" Postcard</p>	<p>Marvelous Matter Café evidence</p> <p>Matter test</p>	<p>evidence of math task in journal</p>
Management			
<p>continue beginning of the year procedures and routines; demonstrate journal expectations; model think-pair-share; begin small group routines (1 small group and 4 independent groups); explain independent task expectations and build stamina</p>			

Week 7 2nd Grade			
ELA	Social Studies	Science	Math
1 day: EQ: How do images help informational texts? *KWL on solar system *predictions *speech bubbles/dialogue *technology connection	Continue Social Studies: Yummy Map: Framework: Unit 2: pg. 3 Students will begin to gather information about regions of GA using any materials (i.e. brochures, internet, books) and create a post card to show others where they have visited	Matter: Performance Tasks: pg. 4 GRASPS Create Comic Strip Character that can change matter *ELA connection: setting could be solar system with matter properties based on research; character feelings/traits review	Incredible Equations Scaffolding Task Large Group, Small Groups Composing and decomposing numbers
1 day: EQ: What are essential pieces of narrative writing? *rubric/peer editing *word splash *complete assessment prompt			Order is Important Scaffolding Task Large Group Using a number line for addition and subtraction
2 days: EQ: How does a reader determine important information? *flipbook for solar system facts *technology connection: song *partner share with flipbook facts			Different Paths, Same Destination Constructing Task Large Group, Partners Using a 99 chart MCC.2.OA.2 MCC.2.N
1 day: EQ: Why do informational texts have charts and diagrams? *vocabulary focus: planetarium *prefixes and suffixes chart with adjectives			
Acquisition Skills			
identify background knowledge of subjects, compare and contrast, use of Hamburger Model	ability to compare and contrast	use prior learning and vocabulary	basic addition and subtraction facts with fluency or manipulative support; use of number line
Formative Assessments			
draw and label a picture of the solar system and write a definition in your own words	draw a picture of Georgia and label areas	summarize prior knowledge about matter	problem solving with word problems using manipulatives and an explanation of mathematical reasoning; use formative assessment questions in task
Student Portfolio			
Venn Diagram/T-Chart Writing prompt assessment flipbook t-chart with adjectives	summary of making yummy map *ELA connection: write "How To" Postcard	GRASPS evidence	math task evidence in journal
Management			
at this point small group instruction should be evident in all subject areas; demonstrate journal expectations; model think-pair-share; small group routines (1 small group and 4 independent groups); explain independent task expectations and build stamina			

Week 8 2nd Grade			
ELA	Social Studies	Science	Math
1 day: EQ: How can familiar words help with unfamiliar words? *vocabulary focus: space words in task lesson *relate root words; identify compound words *word study chart	Social Studies Frameworks: Unit 2:pg 4 Students will create a brochure that will encourage tourism for Georgia.	Seasonal Changes: Task 1: (pg. 7) Experience/Wonder/ Discover Chart Read The Tiny Seed by Eric Carle Journal: Pictures and explanations of how seasons affected seed growth ELA connection: review cause and effect	Number Destinations Practice Task Individual Using a 99 chart
1 day: EQ: Where and how can readers gain additional information about a topic of interest? *read poem and record facts found within the poem			
1 day: EQ: Where and how can readers gain additional information about a topic of interest? *read poem and record facts found within the poem			
1 day: EQ: How do informational texts about the same topic compare? *compare/contrast text features and structures; record findings in Venn Diagram			Our Number Riddles/My Number Riddle Constructing Task Large group, Partners Practice Task Individual Using a 99 chart
1 day: EQ: How do authors use setting to give information? *use text to determine seasonal setting of facts and illustrate, write narrative to match *small group work with context clues			
Acquisition Skills			
compare and contrast information and types of text; gather information from text features and structure; Hamburger Model	define brochure in own words	season word web	basic addition and subtraction facts with fluency or manipulative support; use of 99 chart
Formative Assessments			
summarize knowledge gained about solar system and add to KWL from beginning of part two	Writing prompt: Why is it important to have a brochure to encourage tourists to visit your state?	four block: draw and summarize the four seasons	problem solving with word problems using manipulatives and an explanation of mathematical reasoning; use formative assessment questions in task
Student Portfolio			
poem information added to flipbooks Venn Diagrams setting narrative writing	Georgia Brochure	E/W/D chart	math task evidence in journal
Management			
at this point small group instruction should be evident in all subject areas; demonstrate journal expectations; model think-pair-share; small group routines (1 small group and 4 independent groups); explain independent task expectations and build stamina			

Week 9 2nd Grade			
ELA	Social Studies	Science	Math
<p>1 day: EQ: How is informational text different from narrative text? *adjectives identified in read aloud *add fact sentences with adjectives to flipbooks</p>	<p>Social Studies Framework Unit 2: pg. 4, 5 Use Venn Diagram to compare and contrast life in GA now and life in GA 100 years ago. (pg. 12 of social studies framework) *ELA connection: S will write a narrative pretending that they lived in GA 100 years ago (using facts to create narrative with Hamburger model)</p>	<p>Seasonal Changes: Task 2: Branching Out (pg. 8) Venn Diagram Journal Response: Predictions using Venn diagram observations and sketch</p>	<p>Building/Busting Towers of 10 Constructing Task Partners Represent numbers using models, diagrams, and number sentences</p>
<p>1 day: EQ: What are the different ways of gaining information from texts? *compare flipbook from narrative part 1 and informational part 2 (compare place in both) *technology connection with song</p>			
<p>1 day: EQ: How is writing used for different purposes? *model writing postcard with correct punctuation, capitalization, and address *write a postcard about favorite part of non fiction read aloud</p>			
<p>1 Day: EQ: What would you expect to see and do if you went on a trip into space? What would happen first? Next? Last? *shared writing and research *technology connection</p>			
<p>1 day: EQ: Why do you think the sun and moon are referenced to in stories of all cultures? *favorite place in space using vocabulary, adjectives, and facts</p>			
Acquisition Skills			
<p>connecting prior learning and facts; writing facts in own words; working with others to write and research</p>	<p>ability to compare and contrast</p>	<p>define observation</p>	<p>basic addition and subtraction facts with fluency or manipulative support; use of 99 chart</p>
Formative Assessments			
<p>summarize knowledge gained about solar system and add to KWL from beginning of part two</p>	<p>Writing prompt: How was school different 100 years ago compared to today?</p>	<p>Writing Prompt: What happens when seasons change?</p>	<p>problem solving with word problems using manipulatives and an explanation of mathematical reasoning; use formative assessment questions in task</p>
Student Portfolio			
<p>added facts to flipbook shared writing activity culminating task writing on favorite place in space</p>	<p>Narrative Writing</p>	<p>task evidence</p>	<p>math task evidence in journal</p>
Management			
<p>at this point small group instruction should be evident in all subject areas; demonstrate journal expectations; model think-pair-share; small group routines (1 small group and 4 independent groups); explain independent task expectations and build stamina</p>			

Week 10 2nd Grade			
ELA	Social Studies	Science	Math
<p>2 days: EQ: What are the important elements of a literary piece of literature?</p> <p>*create teacher timeline of teacher's life and discuss changes observed in pictures; list changes and model writing with spelling and punctuation</p> <p>*discuss story elements in a non-fiction piece of literature</p> <p>*in small groups allow students to record story elements with a non-fiction narrative</p> <p>*independently complete story map for story elements in a</p>	<p>Social Studies Framework:</p> <p>Unit 2: *Flipbook: pg3, 12: distribution of power</p> <p>*mayor, governor, president</p>	<p>Seasonal Changes: It's About Time- Sundials (pg. 8)</p> <p>*create sundial</p> <p>*discuss shadow movement throughout the day</p>	<p>Mental Math</p> <p>Constructing Task</p> <p>Large Group, Small Groups Estimation, Mental math strategies</p>
<p>2-3 days: EQ: How can using a variety of words make writing better?</p> <p>*share a magazine picture or advertisement and point out the importance of adjectives in descriptions</p> <p>*create an advertisement with adjectives and pictures</p> <p>*Begin reading a chapter book (non-fiction literature piece)</p> <p>*model finding and using context clues *choose words for the students to look up in the dictionary from the read aloud</p> <p>*shared writing (story elements) of summary of first two chapters in read aloud</p>			<p>Take 100</p> <p>Practice Task</p> <p>Large Group</p> <p>Addition to 100</p>
			<p>Multi-digit Addition</p> <p>Scaffolding Task</p> <p>Individual</p> <p>Multi-digit addition with regrouping</p>
Acquisition Skills			
<p>identify fiction vs. non-fiction, story elements, adjectives, purpose of dictionary</p>	<p>vocabulary acquisition: mayor, governor, president</p>	<p>recognize the change in sunlight from morning to night</p>	<p>recognize and use numbers 1-100; use 99 chart; use number line</p>
Formative Assessments			
<p>Writing Prompt: What is the purpose of an advertisement?</p>	<p>3 column chart: define mayor, governor, president</p>	<p>Writing prompt: How did people tell time before watches were invented?</p>	<p>Writing prompt: How are addition and subtraction alike?</p>
Student Portfolio			
<p>story element chart</p> <p>advertisement</p> <p>dictionary task</p>	<p>social studies task evidence: flipbook</p>	<p>science task evidence: purpose of sundial; how to make a sundial</p>	<p>math task evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher:</p> <p>Guided reading, writing, and math groups</p> <p>Word Study with phonics and content vocabulary</p> <p>Conferencing/ RTI</p>		<p>Student:</p> <p>Independent work on framework tasks</p> <p>Independent work in learning centers or learning tasks</p> <p>Partner work/meet with teacher/small group participation</p>	

Week 11 2nd Grade			
ELA	Social Studies	Science	Math
<p>2-3 days: EQ: How can synonyms and antonyms help with word choice in writing? *reader's response: before lesson have students write from the main character's perception (summary of the chapters read so far) *read aloud next two chapters and add vocabulary *provide story element comprehension questions for students to answer and conference on *use answers to form flexible groups to provide reading comprehension strategies</p>	<p>Unit 2: Our Leaders activity (pg4 , 9) *mayor *governor *president</p>	<p>Seasonal Changes: Recess Above and Below Freezing (pg. 9) *Compare and contrast trade book (located in framework pg. 9) to Georgia *collect data as a class at recess</p>	<p>Addition Strategies Constructing Task Large Group, Partners Multi-digit addition with regrouping</p>
<p>2-4 days: EQ: How can organizing our thoughts help us write an informational piece of writing? *read aloud <u>How Kids Grow</u> by Jean Marzallo and Nancy Sheehan or similar text that provides information students can relate to *create a web of information learned from read aloud *using web; complete a graphic organizer for informational writing *Model sentence and paragraph writing with graphic organizer in "hamburger model" *Read aloud next two chapters in class read aloud*brainstorm adjectives to describe new characters *add new vocabulary and provide students with comprehension questions to answer on read aloud chapter (use answers for grouping and conferencing)</p>	<p>* create mobile * complete activity pg.9 *pictures in framework are old: prior to lesson download current picture of leaders</p>		<p>Sale Flyer Shopping Constructing Task Individual Addition with money</p>
Acquisition Skills			
<p>recognition of story prompts; answering questions in complete sentences; use of 5Ws to understand stories; use of sound knowledge to write unknown words; use of dictionary to define unknown words</p>	<p>ability to use references to infer information; write in complete sentences</p>	<p>recognize seasonal weather and visual changes observed; acquire information and use data</p>	<p>recognize and use numbers 1-100; use 99 chart; use number line</p>
Formative Assessments			
<p>Writing Prompt: use as evidence in conference notebook and for grouping purposes: How does a characters feelings influence the other characters in the book?</p>	<p>Writing Prompt: What is a mayor; a governor; a president? Who is our mayor, governor, president?</p>	<p>Writing Prompt: How is recess different in August, December, and May? Illustrate</p>	<p>Writing Prompt: How can estimation strategies help us build our addition skills?</p>
Student Portfolio			
<p>Evidence of reading response questions and vocabulary acquisition</p>	<p>Leader mobile with written explanation of who and what our leaders do</p>	<p>Evidence from framework task</p>	<p>Evidence from framework task</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 12 2nd Grade			
ELA	Social Studies	Science	Math
1 day: EQ: How does our opinion shape the way we view a piece of literature? *prior to lesson find a review of a children's book to share furring opening; talk about opinion and the effect of a reviewer opinion of the book on readers *read Knots on the Counting Rope (www.storylineonline.net) review the book orally to help students form opinions (Beginning, Summary, Opinion, Conclusion) *have students write a review of class read aloud following model	Unit 2: Multiple Choice Test: areas of Georgia, Leader, and Distribution of Power *Review Jeopardy PowerPoint located as link in framework. *No test is included in the framework; this assessment will need to be teacher made	GRASPS: pg. 6: Biologist at your school *divide into teams *design a field trip *science journal	Sale Flyer Shopping Constructing Task Individual Addition with money MCC.2.OA.1 MCC.2.OA.2 MCC.2.NBT.5 MCC.2.MD.8
2-3 days: EQ: How does story order affect the story telling? *define multiple meaning words (use Amelia Bedelia book to model and list)*read aloud next two chapters in read aloud*list vocab from next two chapters in read aloud and have students write 2 sentences with each word to should the multiple meaning			Grocery Store Math Practice Task Large group, Partners Modeling addition with money
1 day: EQ: How does the order of the story affect the comprehension? *5Ws+H; model summarizing story *using read aloud provide students with sentence strips in groups to put in order to summarize the story			Subtraction: Modeling w/ regrouping Scaffolding Task Large group, Partners Multi-digit subtraction with regrouping
Acquisition Skills			
recognition of story prompts; answering questions in complete sentences; use of 5Ws to understand stories; use of sound knowledge to write unknown words; use of dictionary to define unknown words	ability to use references to infer information; write in complete sentences	recognize seasonal weather and visual changes observed; acquire information and use data	recognize and use numbers 1-100; use 99 chart; use number line
Formative Assessments			
Writing Prompt: How do the 5Ws help me understand the plot of a story better?	Writing Prompt: When we say leaders have "power" what does that mean?	Writing Prompt: Summarize what you have learned about seasonal changes and how it effects the world around you.	Writing Prompt: How can addition help us know we subtracted two numbers correctly?
Student Portfolio			
Evidence from reading tasks	Evidence from task and test	Evidence from GRASPS	Evidence from math tasks
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 13 2nd Grade			
ELA	Social Studies	Science	Math
<p>1 day: EQ: How is poetry different from a literary piece of writing? *provide students with poems in framework (both are located on websites indicated on the first page of the framework) "The First Tooth"; "Masterpiece"; read aloud together *discuss difference in poem and chapter book read aloud; students will create their own diamante poem</p>	<p>Social Studies: Unit 3: Georgia's First People * Venn diagram comparing Creek and Cherokee lives during Oglethorpe's time (pg. 3, 12)</p>	<p>Unit 3: Energy: Evidence of Energy (pg. 5) *observation *demonstration of motion</p>	<p>Menu Math Practice Task Individual Addition and subtraction with money</p>
<p>2 days: EQ: How are stories alike and different? *Review The Giving Tree and read I Love You Forever *compare and contrast stories on Venn Diagram *compare and contrast one story with chapter book read aloud by introducing a three part Venn Diagram</p>			<p>Counting Mice Constructing Task Large Group, Partners Multi-digit addition and subtraction</p>
<p>2-4 days: EQ: How can we improve upon writing an informational piece of writing? *choose an animal, or link to social studies study of Creek and Cherokee *use "hamburger model" to take notes for informational writing *write informational piece with information</p>			
Acquisition Skills			
<p>compare and contrast information; write sentences that match with a main idea; use inventive spelling and convention rules</p>	<p>ability to use references to infer information; write in complete sentences</p>	<p>recognize and use new information; link to prior learning</p>	<p>recognize and use numbers 1-100; use 99 chart; use number line</p>
Formative Assessments			
<p>Writing Prompt: What is the difference between a narrative piece of writing and an informational piece?</p>	<p>Writing Prompt: Who are the Creek and Cherokee people and where did they live?</p>	<p>Writing Prompt: What is energy and how is it related to motion?</p>	<p>Writing Prompt: How does using ten as a benchmark number help us add and subtract?</p>
Student Portfolio			
<p>Reading task evidence Informational writing piece</p>	<p>Informational writing on Creek and Cherokee lives</p>	<p>Evidence of science tasks</p>	<p>Evidence of math tasks</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 14 2nd Grade			
ELA	Social Studies	Science	Math
<p>2-3 days: EQ: How can things that are different be the same?</p> <p>*KWL on plants and read <u>A Tiny Seed</u>; make a sequenced flipbook</p> <p>*alternative: KWL on Creek and Cherokee; sequence historical events related to their historical time frame in Georgia; use map to help illustrate understanding of changes in regions lived in over time</p>	<p>*Create map showing Creek and Cherokee regions (include legend/key) pg. 3-4</p>	<p>Unit 3: Energy: Evidence of Light and Heat Energy (pg. 5)</p> <p>*T chart graphic organizer</p> <p>*student explore examples of light and heat energy</p> <p>*resource pg. 7</p>	<p>Every Picture Tells a Story Practice Task</p> <p>Individual</p> <p>Multi-digit addition and subtraction</p>
<p>2-3 days: How can comparing two things help us better understand the concept?</p> <p>*predict (Is a tree a plant); read A Tree is a Plant; check predictions, compare and contrast a person's growth to tree growth</p> <p>*alternative: predict the reason Creek and Cherokee tribes lived near the water; read any informational book support the use of water in tribe life; compare and contrast the use of water now and then</p>			<p>Planning a Field Trip Performance Task</p> <p>Individual</p> <p>Summative Assessment</p>
Acquisition Skills			
<p>compare and contrast information; write sentences that match with a main idea; use inventive spelling and convention rules</p>	<p>ability to use references to infer information; write in complete sentences</p>	<p>recognize and use new information; link to prior learning</p>	<p>recognize and use numbers 1-100; use 99 chart; use number line</p>
Formative Assessments			
<p>Writing Prompt: Why is it important to compare and contrast information?</p>	<p>Writing Prompt: What is a map? What is a legend? Why is a legend important?</p>	<p>Writing Prompt: Summarize what energy is and why it is important.</p>	<p>Writing Prompt: How can we model and solve subtraction problems with and without regrouping? How can mental math strategies, for example estimation and benchmark numbers, help us when adding and subtracting with regrouping?</p>
Student Portfolio			
<p>Reading task evidence</p>	<p>Informational writing on Creek and Cherokee map</p>	<p>Evidence of science tasks</p>	<p>Evidence of math tasks</p>
Management: Work Session (All Subject Areas)			
<p>Teacher:</p> <p>Guided reading, writing, and math groups</p> <p>Word Study with phonics and content vocabulary</p> <p>Conferencing/ RTI</p>		<p>Student:</p> <p>Independent work on framework tasks</p> <p>Independent work in learning centers or learning tasks</p> <p>Partner work/meet with teacher/small group participation</p>	

Week 15 2nd Grade			
ELA	Social Studies	Science	Math
<p>2-4 days: EQ: How are plants different around the country? *using map of United States explore climates and the plants that grow around the nation; choose three different states and choose three plants to compare and contrast *alternative: How are Native American Tribes different around the country? *using map show regions different tribes lived in the US; choose three tribes (one from Georgia) compare and contrast</p>	<p>Unit 3: Creek and Cherokee quiz (pg. 10-11) *reteach if needed after grading *Create daily schedule for creek or Cherokee child (pg. 4) {great math connection for preview of time}</p>	<p>Unit 3: Energy: Energy of Motion (pg. 6) *model transfer of energy *build ramps</p>	<p>Make Your Own Ruler Scaffolding Task Large group, Small Group Linear Measurement MCC2.MD.1 MCC2.MD.2</p>
			<p>Footsteps on the Rug Performance Task Individual or Pairs Linear Measurement MCC2.MD.2</p>
			<p>My Big Feet Scaffolding Task Large group, small group Linear Measurement MCC2.MD.1, MCC2.MD.2 MCC2.MD.3</p>
Acquisition Skills			
<p>compare and contrast information; write sentences that match with a main idea; use inventive spelling and convention rules</p>	<p>ability to use references to infer information; write in complete sentences</p>	<p>recognize and use new information; link to prior learning</p>	<p>recognize and use numbers 1-100; use 99 chart; use number line</p>
Formative Assessments			
<p>Writing Prompt: What are the steps in the writing process and how does the process help you be a better writer?</p>	<p>Writing Prompt: Write a summary of what you have learned about the Creek and Cherokee tribes?</p>		<p>Writing Prompt: How can we decide on appropriate units of measurement (i.e. inch, foot, yard, centimeter, meter, seconds, minutes, hours, days)?</p>
Student Portfolio			
<p>Reading task evidence</p>	<p>Quiz evidence; schedule; summary</p>	<p>Evidence of science tasks</p>	<p>Evidence of math tasks</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 16 2nd Grade

Week 16 2nd Grade			
ELA	Social Studies	Science	Math
<p>1-5 days: EQ: How can the use of a graphic organizer and diagram assist in more effective writing? *Using prior lesson on plants (flip book) have students complete an informational graphic organizer *begin rough draft and introduce editing checklist for students; model editing rough drafts *students will write final drafts for display *Alternative: use the Georgia Newspaper activity from social studies; create a flipbook to research each of the first Georgians highlighted in the unit and complete a graphic organizer; use writing in newspaper template to edit and publish with writing process and checklist</p>	<p>Unit 3: First Georgians Gazette Newspaper *site links pg. 4 *use reference page 9 in framework</p>	<p>Unit 3: Energy: GRASPS: pg. 4 *Students are engineers *design for government (highway ramp/ roller coaster) *This activity should take a couple of weeks. Follow the writing process to help the students create their projects. They should also be able to bring in materials to actually build their idea. Excellent link for a "How to Informational Paper."</p>	<p>Snails and Lizards Constructing Task Large Group, Small Groups Linear Measurement MCC2.MD.1, MCC2.MD.2, MCC2.MD.3, MCC2.MD.4</p>
			<p>Measurement Scavenger Hunt Constructing Task Large Group, Partners Linear Measurement</p>
			<p>Measurement Line Plot Constructing Task Small Groups Linear Measurement, Graphing</p>
			<p>Kangaroo Jumps Constructing Task Large Group, Small Groups Linear Measurement</p>
Acquisition Skills			
<p>compare and contrast information; write sentences that match with a main idea; use inventive spelling and convention rules</p>	<p>ability to use references to infer information; write in complete sentences</p>	<p>recognize and use new information; link to prior learning</p>	<p>recognize and use numbers 1-100; use 99 chart; use number line</p>
Formative Assessments			
<p>Writing Prompt: If you were going to create a checklist for writing an informational piece, what would you put on the checklist to make sure your writing piece is the best?</p>	<p>Writing Prompt: Why is a newspaper important?</p>	<p>Writing Prompt: Summarize what you have learned about energy.</p>	<p>Writing Prompt: Why is it important for us to know how to measure different objects using different tools of measurement?</p>
Student Portfolio			
<p>Reading task evidence</p>	<p>Newspaper task</p>	<p>Evidence of science GRASPS</p>	<p>Evidence of math tasks</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 17 2nd Grade					
ELA	Social Studies	Science	Math		
<p>2-3 days: EQ: How can pre-planning assist in better writing? *using song and video resources referenced on page 2 of the framework, listen to song "In My Garden" and watch "How to Grow Pumpkins" *students will create a farm on paper from a plan they write, label areas on illustration of farm *this writing will need a lot of details and imagery- modify editing checklist to match *students will use writing process to produce final product and display *alternative: use Sequoyah informational books to research and create a model of the Sequoyah "alphabet" (syllabary) and label *write an informational piece describing how the design was made and why *use writing process to produce final product and display</p>	<p>Unit 3: Sequoyah Bio-Cube: pg. 4-5 *use web links referenced in activities Unit 3: Removal: pg. 5-6 *Read activity closely on information and the manner in which to share with the students *Use web links referenced in activity</p>	<p>Unit 3: Energy: GRASPS: pg. 4 *Students are engineers *design for government (highway ramp/ roller coaster) *This activity should take a couple of weeks. Follow the writing process to help the students create their projects. They should also be able to bring in materials to actually build their idea. Excellent link for a "How to Informational Paper."</p>	<p>Giant Measurements Practice Task Small Groups Linear Measurement</p>		
			<p>FORMATIVE ASSESSMENT LESSON (FAL)</p>		
			<p>Solving Problems on a Number Line Constructing Task Small Groups Linear Measurement</p>	<p>Number Line Clock Constructing Task Small Group Telling Time MCC2.MD.7</p>	
Acquisition Skills					
<p>compare and contrast information; write sentences that match with a main idea; use inventive spelling and convention rules</p>	<p>ability to use references to infer information; write in complete sentences</p>	<p>recognize and use new information; link to prior learning</p>	<p>recognize and use numbers 1-100; use 99 chart; use number line</p>		
Formative Assessments					
<p>Writing Prompt: Why is a "Grabber Lead" or "hook" important when writing?</p>	<p>Writing Prompt: How would we have learned to read without the alphabet?</p>	<p>Writing Prompt: How does heat provide energy?</p>	<p>Writing Prompts: How can we tell if an estimate is reasonable? How does using a different unit change our measurement?</p>		
Student Portfolio					
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Evidence of science GRASPS</p>	<p>Evidence of math tasks</p>		
Management: Work Session (All Subject Areas)					
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>			

Week 18 2nd Grade			
ELA	Social Studies	Science	Math
<p>1-5 days: What have we learned from our unit on growing and changing? *create learning centers for the students to visit that will revisit the standards and focused learning in the unit *website reference: http://www.theteachersguide.com/bookless-lessons/fromseedtoplant/fromseedtoplantactivities.htm *alternative: focus the ELA and social studies block on the creation of the culture quilt</p>	<p>Unit 3: Culture Quilt: pg. 6,7,13,14 **this is a culminating task *follow directions on pg. 6,7</p>	<p>Unit 3: Energy: GRASPS: pg. 4 *Students are engineers *design for government (highway ramp/ roller coaster) *This activity should take a couple of weeks. Follow the writing process to help the students create their projects. They should also be able to bring in materials to actually build their idea. Excellent link for a "How to Informational Paper."</p>	<p>Missed Bedtime Performance Task Whole Group/Partners AM and PM, duration of time, problem solving</p> <hr/> <p>Performance Task: Measurement Olympics Performance Task Partners Linear Measurement & Time</p> <hr/> <p>Performance Task: Lizards, Lizards, Everywhere! Performance Task Individual Linear Measurement, Graphing</p>
Acquisition Skills			
compare and contrast information; write sentences that match with a main idea; use inventive spelling and convention rules	ability to use references to infer information; write in complete sentences	recognize and use new information; link to prior learning	recognize and use numbers 1-100; use 99 chart; use number line
Formative Assessments			
Writing Prompt: Why is it important to have a closing in your writing piece?	Writing Prompt: Summarize what you have learned over the past nine weeks.	Writing Prompt: How does light provide energy?	Writing Prompts: Why do we need to be able to estimate a measurement or value? Why is it important for us to know how to measure different units of measurement?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Evidence of science GRASPS	Evidence of math tasks
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 19 2nd Grade

ELA	Social Studies	Science	Math
<p>This quarter will prompt the students to do in depth research projects. Some content for research was previously taught at a surface level in Quarter 2 through Social Studies. Students will have adequate background knowledge to focus on the process of researching rather than learning new content while learning how to research. The project will combine map skills, animal habitats, and GA Regions. Introduce how they will organize and keep up with research by creating an anchor chart with categories in order (start paper clip on first task and move when lesson indicate to do so: written example in first lesson of framework)</p>	<p>Unit 4: Georgia Becomes a Colony (6 weeks) Flowchart: pg. 3 *sequencing (link to writing facts) *complete flowchart by placing event in order leading up to colonization of Georgia *link to main ideas and supporting details Cause/Effect: pg. 3 *resource pg. 12 *cause and effect during time of colonization</p>	<p>Life Cycles (8 Weeks) GRASPS: Use this as a pre-assessment to see where your students are in their background knowledge of life cycles. The next several weeks in ELA will overlap with life cycles of plants and animals *team of biologists *illustrate and explain life cycles of plants and animals *present *draw/color life cycles *posters of what was learned including written descriptions (link for poetry) *relate seasonal changes to life cycle changes</p>	<p>Two-Digit Computation FAL Formative Assessment Lesson Individual Two-Digit Addition Strategies</p>
<p>EQ: How can a fiction book teach me facts? *introduce the research topic and that they will be solving a "animal mix up"; Using mentor text Me on a Map or another fiction book that gives maps as a resource use the following DRTA techniques; before reading ask the students to brainstorm about maps using the cover of the book and decide if a fiction and non-fiction book can be used as a map resource; during reading compare and contrast the illustrations; after reading sequence and connect the places visited comparing size increase (i.e.. city to world); a great resource is Google earth to also show example using where the students live; journal prompt pg. 6 in framework</p>	<p>EQ: How is learning from a non-fiction book different/similar to learning from a fiction book? Explain and define the purpose of maps; link exploration with social studies lessons; read a non-fiction book with maps or use of map and compare to fiction book with map; describe the use of maps and why it is important; journal prompt pg. 7</p>		<p>Where Am I on the Number Line? Constructing Task Partners Represent numbers using models, diagrams, and number sentences</p>
			<p>What's My Number? Practice Task Small Groups Represent numbers using models, diagrams, and number sentences</p>

Acquisition Skills

write three or more paragraphs to answer a topic in informational, persuasive, and narrative; use of spelling rules and grammar usage rules, create and use graphic organizers	use prior knowledge to understand and use new vocabulary, relate historical and political topics to self or build background knowledge	use prior knowledge and vocabulary to write and create hypotheses using the scientific method and technical writing	understanding place value into the hundreds; add and subtract using multiple strategies, ability explain mathematical reasoning with precision
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Formative Assessments

Why is important to know how to compare and contrast information?	What does colonization mean?	What is a life cycle? Draw an example.	How can I keep track of an amount? How can I learn to quickly calculate sums in my head?
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Student Portfolio

Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
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Management: Work Session (All Subject Areas)

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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Week 20 2nd Grade

Week 20 2nd Grade			
ELA	Social Studies	Science	Math
EQ: Can words that have a different rime still sound the same? Students will record rhyming words as a group on an anchor chart; group words that are spelled with the same rime (hot, not); identify words with different rime (go, snow)*read aloud rhyming book*students sort same and different rime word sets*write sentence pairs changing the onset with the same rime	Cherokee/Creek Market Day pg. 3 *permission slips and task descriptions pg. 9-10 *united streaming link (goods and services) *students will barter goods brought from home	Life Cycles (8 Weeks) GRASPS: *team of biologists *illustrate and explain life cycles of plants and animals *present *draw/color life cycles *posters of what was learned including written descriptions (link for poetry) *relate seasonal changes to life cycle changes	Shake Rattle and Roll Practice Task Partners Represent numbers using models, diagrams, and number sentences
EQ: Why is it important to continue to learn new words?*use question prompt on pg.8 to introduce the importance of finding out unknown words and how*using one of the "map" mentor texts, make a list of unknown words for students to define as their journal entry*create a class map using all the "map" focus vocabulary	Bio-Poems pg. 4 *James Oglethorpe *Mary Musgrove *Tomochichi *resource pg. 8		Mental Mathematics Revisited Constructing Task Large Group Mental Math strategies
EQ: What difference does it make where I look to find information?*move the paper clip to the regions section of the project checklist for the class anchor chart*each small group will research a part of Georgia (since they have prior background on this content they should be able to complete the information quickly and independently)*have each student complete a journal page with the Georgia areas and related topics indicated on pg. 10; class research will be shared and combined for the main project			
Acquisition Skills			
write three or more paragraphs to answer a topic in informational, persuasive, and narrative; use of spelling rules and grammar usage rules, create and use graphic organizers	use prior knowledge to understand and use new vocabulary, relate historical and political topics to self or build background knowledge	use prior knowledge and vocabulary to write and create hypotheses using the scientific method and technical writing	understanding place value into the hundreds; add and subtract using multiple strategies, ability explain mathematical reasoning with precision
Formative Assessments			
How can fiction books give you facts?	Who is James Oglethorpe?	What would stop a life cycle from happening?	How can I use a number line to add or subtract? How can I use a number line to figure out 10 more or less than a number?
Student Portfolio			
Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 21 2nd Grade

Week 21 2nd Grade			
ELA	Social Studies	Science	Math
EQ: What do the things we do and say reveal about us to others, and how?*move clip on anchor chart organizer to Where We Are in Our Life Cycle Investigation* review seven major rivers of Georgia*model making predictions with a fiction book and confirming the predictions with before during and after strategies *link to writing what we think (predictions) about the rivers of Georgia and facts how we confirm after reading informational book/resources on Georgia Rivers	History Poet pg. 4 *using bio-poem from last week's lesson answer three questions on pg. 4 *create poem for James Oglethorpe, Mary Musgrove, and Tomochichi	Life Cycles (8 Weeks) Lesson 1: Animal Life Cycles (2 Weeks) *observe life cycle *compare life cycles *investigate changes *prior to lesson collect some organisms students can watch life cycles *link reference pg. 7 *students will label and sketch stages of life cycles	Story Problems Revisited Constructing Task Large Group, Small Group Representing numbers, Addition and Subtraction
EQ: How are different books related? *prior to lesson collect the suggested texts or a fiction book about a trip on a river and a non-fiction book on rivers* begin a facts chart on rivers*journal entry: using a Venn Diagram have students compare the fiction and non-fiction read aloud and support an opinion on which book was best			Base Ten Pictures Revisited Scaffolding Task Large Group, Individual Represent numbers using models, diagrams, and number sentences
EQ: How can researching aid my learning? *using http://www.brownsguides.com/blog/georgia-rivers-posters/ model using the internet to research a river that is not in Georgia *they will find the following information 1. Plants 2. Animals 3. Where your river is located 4. History Fact 5. Two interesting facts that you think will be different from any of the other rivers presented by the class *Divide class into seven groups and assign each group one of the major rivers in Georgia: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint * students will complete research and share (good time to show how rivers and location played a part in historical figures' life)			
Acquisition Skills			
write three or more paragraphs to answer a topic in informational, persuasive, and narrative; use of spelling rules and grammar usage rules, create and use graphic organizers	use prior knowledge to understand and use new vocabulary, relate historical and political topics to self or build background knowledge	use prior knowledge and vocabulary to write and create hypotheses using the scientific method and technical writing	understanding place value into the hundreds; add and subtract using multiple strategies, ability explain mathematical reasoning with precision
Formative Assessments			
How does the internet help you research?	Who is Mary Musgrove?	Life cycle have stages. What are the usual stages of a life cycle for any animal?	How can I use data to help me understand the answers to the questions posed? How can place value help us locate a number on the number line?
Student Portfolio			
Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 22 2nd Grade

ELA	Social Studies	Science	Math
<p>EQ: How can working in a group improve my writing? *define the word life and cycle separately *read aloud a life cycle book with lots of facts *while you are reading have the students record at least one interesting fact they learned *in groups of three the students will share the facts and write a "shared" writing informational paragraph on life cycles</p>	<p>Create your own legend pg. 4 *prior to lesson collect examples of legends and folklore to share with students *build prior knowledge for this kind of literature *students will create a legend for how the regions of Georgia were formed</p>	<p>Life Cycles Lesson 1: Animal Life Cycles (2 Weeks) *observe life cycle *compare life cycles *investigate changes *prior to lesson collect some organisms students can watch life cycles *link reference pg. 7 *students will label and sketch stages of life cycles</p>	<p>Tokens to Spend Constructing Task Small Group Use money as a medium of exchange</p>
<p>EQ: How do I decide what to believe and what not to believe in non-fiction books? How do I form reliable opinions?* model compare and contrast verbally with students (example pg. 15) *choose one example of a life cycle to read about with the class *if you use the suggested task the students will explore in groups the most dangerous part in the life cycle of a fish for a fish to survive *you can use other life cycles and identify the dangerous parts of survival throughout the life cycle</p>			<p>Desktop Basketball- Money Version Practice Task Partner, Individual Use money as a medium of exchange</p>
<p>EQ: How can recognizing patterns help us in English Language Arts and grammar study? *write sentences with the word fish and dog; model how the word dog changes if there are more than one and the word fish does not *brainstorm other ways to make plural (-s, -es, -ies); sample word list on pg. 16 to model plurals with *play hands on games with plurals (matching; concentration) *let students sort plurals by spelling patterns (example word list pg. 16) *hands-on games are important with plural spelling to help students apply grammar rules in writing pieces (many games are available on line that are pre made printable; we offer one in our TPT store and website that matches this particular lesson www.thecurriculumdivas.com or The Curriculum Divas on Teachers pay Teachers)</p>			

Acquisition Skills

<p>write three or more paragraphs to answer a topic in informational, persuasive, and narrative; use of spelling rules and grammar usage rules, create and use graphic organizers</p>	<p>use prior knowledge to understand and use new vocabulary, relate historical and political topics to self or build background knowledge</p>	<p>use prior knowledge and vocabulary to write and create hypotheses using the scientific method and technical writing</p>	<p>understanding place value into the hundreds; add and subtract using multiple strategies, ability explain mathematical reasoning with precision</p>
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Formative Assessments

<p>How do you make a word plural? Why is it important to make sure you use plurals in your writing when talking about more than one thing?</p>	<p>Who is Tomochichi?</p>	<p>Draw a Venn Diagram to compare an animal life cycle and a plant life cycle.</p>	<p>How can we select among the most useful mental math strategies for the task we are trying to solve? How do we know if we have enough money to buy something?</p>
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Student Portfolio

<p>Reading Task Evidence</p>	<p>Social Studies Task Evidence</p>	<p>Science Task Evidence</p>	<p>Math Task Evidence</p>
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Management: Work Session (All Subject Areas)

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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Week 23 2nd Grade

ELA	Social Studies	Science	Math
<p>EQ: When are resource and reference documents used in ELA and why? *if using suggested text your life cycle focus will be on frogs *if using a different book it should be a fiction book that illustrates a life cycle (Eric Carle has several) *frog media reference http://gets.gc.k12.va.us/elementary/lifecycles/frogs.htm * students will collect information, identify vocabulary words and define *put vocabulary words in ABC order</p>	<p>"On the move", list of things pg. 4 *resource pg. 11 *students will list, "pack", describe items to take to travel to a new colony with James Oglethorpe</p>	<p>Lesson 3: Growing a Seed (2 weeks) *observe seed growth *compare seed growth with animal growth *investigate changes *prior to lesson prepare a paper bag with at least 2 inches covered with seeds *students will also plant a seed and document growth *gardening link pg. 8</p>	<p>What I Have and What I Need Performance Task Individual Use money as a medium of exchange</p>
<p>EQ: Who makes the rules of grammar and why? *life cycle of a butterfly (use suggested text or any book fiction/nonfiction that demonstrates the life cycle of a butterfly *students will complete a life cycle craft (reference websites pg. 18) *after projects make lists of adjectives and adverbs that match craft (website for word list found on pg. 18) http://www.lasm.org/AP/images/pdf_prepost/BBB_pasta.pdf; http://www.hhmi.org/coolscience/forkids/butterfly/index.html http://www.grammarbook.com/grammar/adjAdv.asp</p>			<p>Shopping for school supplies Constructing Task Large Group Use money as a medium of exchange</p>
<p>EQ: How do things get their names and get categorized? *using names of life cycles covered define "collective nouns"; show several examples *http://users.tinyonline.co.uk/gswithenbank/collnoun.htm (collective noun reference website *play matching game with collective nouns (variety of games available online. We have a set that matches this lesson available on TpT: www.thecurriculumdivas.com; The Curriculum Divas on Teachers Pay Teachers</p>			

Acquisition Skills

<p>write three or more paragraphs to answer a topic in informational, persuasive, and narrative; use of spelling rules and grammar usage rules, create and use graphic organizers</p>	<p>use prior knowledge to understand and use new vocabulary, relate historical and political topics to self or build background knowledge</p>	<p>use prior knowledge and vocabulary to write and create hypotheses using the scientific method and technical writing</p>	<p>understanding place value into the hundreds; add and subtract using multiple strategies, ability explain mathematical reasoning with precision</p>
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Formative Assessments

<p>What are adjectives? How does using adjectives make your writing more interesting?</p>	<p>How does a colony begin?</p>	<p>Do you think every seed has the same life cycle? Explain your answer.</p>	<p>How does mental math help us calculate more quickly and develop an internal sense of numbers? If we have two or more numbers, how do we know which is greater?</p>
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Student Portfolio

Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
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Management: Work Session (All Subject Areas)

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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Week 24 2nd Grade

ELA	Social Studies	Science	Math
<p>EQ: How do text features and characteristics of non-fiction books help me comprehend facts? *discuss life cycle of a plant *use any mentor text that shows the life cycle of a plant *experiment pg. 20 *if using Magic School Bus Plants Seeds; you can view on you tube or united streaming *students journal on life cycle observed through experiment</p>	<p>Performance Task pg. 4 *create 2 posters for historical figures *posters will show how Tomochichi and Mary Musgrove helped James Oglethorpe *guiding steps pg. 5 *rubric pg. 5,6 *could link to informational writing task</p>	<p>Lesson 2: Tree Observations (2 weeks) *observe seasonal changes in plant life cycle *collect data and illustrate *prior to lesson collect samples of seasonal changes from a tree the students can observe (fall leaves, spring buds, etc.) *predictions and investigation of a tree on the school grounds *learning link pg. 8</p>	<p>Take 100 Revisited Constructing Task Partners Use money as a medium of exchange</p>
<p>EQ: How do living things depend on each other?*life cycle of a tree (can use suggested text or any text that shows the life cycle of a tree and how trees are used as resources, habitats, etc. i.e.: The Great Kapok Tree, The Giving Tree, etc.) *journal about being one of the animals living in a tree and the life cycle of a tree</p>			<p>Multi-digit Addition Revisited Scaffolding Task Individual Multi-digit addition with regrouping</p>

Acquisition Skills

<p>write three or more paragraphs to answer a topic in informational, persuasive, and narrative; use of spelling rules and grammar usage rules, create and use graphic organizers</p>	<p>use prior knowledge to understand and use new vocabulary, relate historical and political topics to self or build background knowledge</p>	<p>use prior knowledge and vocabulary to write and create hypotheses using the scientific method and technical writing</p>	<p>understanding place value into the hundreds; add and subtract using multiple strategies, ability explain mathematical reasoning with precision</p>
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Formative Assessments

<p>Why is sequencing important when you are writing about cycles?</p>	<p>Why do you think people wanted to move to Georgia when it became a colony?</p>	<p>Draw a picture of your life cycle so far? What is different about you from last year to this year?</p>	<p>In what type of situations do we add? In what type of situations do we subtract?</p>
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Student Portfolio

<p>Reading Task Evidence</p>	<p>Social Studies Task Evidence</p>	<p>Science Task Evidence</p>	<p>Math Task Evidence</p>
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Management: Work Session (All Subject Areas)

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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Week 25 2nd Grade

ELA	Social Studies	Science	Math
<p>* Framework indicates weeks starting with week 1 and skips numbers as lessons progress. Follow the EQs and strategies in order without using "week numbers" EQ: How can predicting and making connections with a character help me comprehend? *prior to lesson choose a chapter book to read aloud as your mentor text *model predicting with title and picture * predict about all story elements using cover of book and chapter headings *summary question samples with suggested text are located on pg. 23 for students to answer at the end of the chapter *prior to lesson make a vocabulary list from first chapter and have students fill in a vocab organizer with definition, page number, evidence sentence from text, and an original sentence (example pg. 23)</p> <p>*choosing civil rights chapter books will be a great way to link ELA and Social Studies for the next 3 weeks</p> <p>EQ: How does reading with fluency help me understand a character? *discuss the main character in your chapter book *prompt students to compare themselves to the character, identify character traits, character problem and predict solution* ask students to journal about being friends with the characters (sample prompt questions with suggested text pg. 24)</p> <p>EQ: How am I similar to characters in a book? *using chapter book, read aloud excerpts with voices and discuss relation to a play *students will complete a creative task writing from the point of view of the character using the actions and events read in chapter book *if using suggested text, question prompts pg. 25</p>	<p>Unit 5: Georgians and Civil Rights (6 Weeks) *Web Link pg. 3 *pre print anything needed Scarcity Comic Strip pg. 3 *Revisit unit 1 scarcity skit *resource pg. 10 *create comic strip Economic Changes pg. 4 *see activity on pg. 10</p>	<p>*This time frame can be used as a review for sun, moon, and stars or a "catch-up" time for research tasks, experiments, technical writing with the scientific method etc.</p> <p>Moon & Sun (Night Sky) Lesson 1: Intro: How the sun moves Lesson 2: How does the sun's changing position effect shadows? *this lesson needs to be introduced on a sunny day *EWD chart (experience, wonder, discover) *students will document a fixed object and the sun's position at different times during the day *students will illustrate observations *vocabulary cards Lesson 3: Why does the moon appear to change shape? *prior to lesson collect a flashlight, nighttime mentor texts, and cd with night time noises recorded, oranges, globe, mirror</p>	<p>Subtraction: Modeling w/ regrouping Scaffolding Task Large group, Partners Multi-digit subtraction with regrouping</p> <hr/> <p>Perfect 500 Practice Task Small Groups or Individual Represent numbers using models, diagrams, and number sentences</p>

Acquisition Skills

write three or more paragraphs to answer a topic in informational, persuasive, and narrative; use of spelling rules and grammar usage rules, create and use graphic organizers	use prior knowledge to understand and use new vocabulary, relate historical and political topics to self or build background knowledge	use prior knowledge and vocabulary to write and create hypotheses using the scientific method and technical writing	understanding place value into the hundreds; add and subtract using multiple strategies, ability explain mathematical reasoning with precision
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Formative Assessments

Why is predicting important when reading a new book? How can you predict using the cover of the book?	What are Civil Rights? Give an example.	Complete a KWL for sun, moon, and stars. Or Review any past EQs or write a summary of any scientific learning from 2nd grade	What are the different ways we can show or make (represent) a number? What estimation and mental math strategies can I use to help me solve real world problems?
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Student Portfolio

Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
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Management: Work Session (All Subject Areas)

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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Week 26 2nd Grade

ELA	Social Studies	Science	Math
EQ: How am I similar to characters in a book? *students will use the next chapter to predict and problem solve the problem in the chapter *if using the suggested text follow the problem solving questioning prompts on pg. 25	KWL of Civil Rights pg. 3 *resource pg. 8 Character Web pg. 3 *resource pg. 14 *Jackie Robinson News Headline pg. 9 *resource pg. 9 *Martin Luther King Jr. *great link to persuasive	Lesson 3: continued *prior to lesson collect a flashlight, nighttime mentor texts, and cd with night time noises recorded, oranges, globe, mirror *use flashlight and mirror to reflect light *moon has no light of its own so it is a reflection of light that shows moon surface demonstrate with flashlight globe, orange *cut oranges into moon phases and add vocab	I have/ You Have a Story Practice Task Small Group or Individual Represent numbers using models, diagrams, and number sentences
EQ: How does story element predictions help me with comprehension? *prior to lesson select another chapter book read aloud *predict from the cover of the book what the characters will be like, subject of the chapters, and vocabulary they think will be in the book. *if using the suggested text, following prediction and prior knowledge questioning prompts on pg. 26			Money in my Pocket Performance Task Summative Assessment
EQ: How can vocabulary knowledge help me with comprehension? *with read aloud, question students on the characters, problem/solution, and plot predictions/confirmations, designate vocabulary words from the chapter book and have students define, write sentences, and identify page word is found on *if using the suggested text, follow the questioning prompts on pg. 27			

Acquisition Skills

write three or more paragraphs to answer a topic in informational, persuasive, and narrative; use of spelling rules and grammar usage rules, create and use graphic organizers	use prior knowledge to understand and use new vocabulary, relate historical and political topics to self or build background knowledge	use prior knowledge and vocabulary to write and create hypotheses using the scientific method and technical writing	understanding place value into the hundreds; add and subtract using multiple strategies, ability explain mathematical reasoning with precision
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Formative Assessments

How does understanding vocabulary help you understand a story better? What are ways that you can find out what a word means?	Who is Jackie Robinson?	Why does the moon look different during the month?	What happens to the value of a number when we add or subtract 100 from it? What digits change, what digits stay the same? Why?
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Student Portfolio

Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
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Management: Work Session (All Subject Areas)

Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation
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Week 27 2nd Grade			
ELA	Social Studies	Science	Math
EQ: How can vocabulary knowledge help me with comprehension? *using any pictures located in your chapter book, have students describe why the pictures help and how the characters are feeling *add adjectives from the chapter book to the anchor chart *use adjectives from the chapter book to have students define, illustrate and use in a sentence *if using the suggested text, use prompts and vocab on pg. 28	"A Walk Back in Time"- Timeline pg. 4 *Venn Diagram *T-Chart *web link pg. 4 5 W chart on Segregation pg. 4 *resource pg. 16	Grasps: visitors to a planetarium pg.6 *prior to activity create 4 stations for the students to visit (sundial, compass, weather chart, phases of the moon) *can be teamwork *students are visitors at a planetarium *create, explain, and present sundial, compass, weather chart for almanac information, and phases of moon	Shape Robot Scaffolding Task Large Group/Partners Describe geometric figures
EQ: How can two different chapter books be similar? *pre-select a vocabulary book from the end of the book and have students predict the definition of the word and then compare to the actual definition *have the students brainstorm how the word will be used in the chapter and why the author chose it *students will complete a Venn Diagram comparing the two chapter books read aloud over the past several weeks.			The Shape of Things Practice Task Large Group/Partners Describe geometric figures
Acquisition Skills			
write three or more paragraphs to answer a topic in informational, persuasive, and narrative; use of spelling rules and grammar usage rules, create and use graphic organizers	use prior knowledge to understand and use new vocabulary, relate historical and political topics to self or build background knowledge	use prior knowledge and vocabulary to write and create hypotheses using the scientific method and technical writing	understanding place value into the hundreds; add and subtract using multiple strategies, ability explain mathematical reasoning with precision
Formative Assessments			
How can you get someone to read a book you like?	What is segregation?	Why was a sundial a good invention?	What is the difference between place and value?
Student Portfolio			
Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 28 2nd Grade

ELA	Social Studies	Science	Math
The informational text focus in this unit are books related to force, motion, and energy. The unit strategy focus is predominately on vocab and contrast informational text with narrative. None of the standards for science are directly covered for force, energy, and motion. Since your students studied these unit prior to this reading unit, they will be familiar with content and will have an easier time with the vocabulary activities and text feature comparisons.	<p>Unit 5: Georgians and Civil Rights (6 Weeks)</p> <p>Words that Change pg. pg. 4</p> <p>*prior to lesson collect speeches made by Martin Luther King Jr.</p> <p>*write letters, speeches that support a change in school</p> <p>*reference web link pg. 4</p> <p>*great link for persuasive writing</p>	<p>Life Cycles (8 Weeks)</p> <p>Lesson 1: Animal Life Cycles (2 Weeks)</p> <p>*observe life cycle</p> <p>*compare life cycles</p> <p>*investigate changes</p> <p>*prior to lesson collect some organisms students can watch life cycles</p> <p>*link reference pg. 7</p> <p>*students will label and sketch stages of life cycles</p>	<p>Greedy Shapes</p> <p>Practice Task</p> <p>Large Group/Partners</p> <p>Describe geometric figures</p>
<p>EQ: How do illustrations and word choice influence readers? *choose a read aloud or use suggested text *prior to lesson prepare a vocab list or use suggested list on pg. 3; have students complete a vocab chart and write sentences with new words in small groups (on pg. 3 of framework) a sample chart is also available on the next page of this document</p>			<p>Net or Not?</p> <p>Performance Task</p> <p>Partners Attributes of a Cube</p>
<p>EQ: What are the important elements of a literary piece of literature? *model ready a chapter our of real aloud (your choice or suggested text) and review vocabulary *review story elements and relate the chapter to a story element chart *have students read their own guided reading book on their level with chapters *give each small group a 5W cube (example attached in this document) *students will record answers in their reading journals</p>			
<p>EQ: How are folktales different from other genres of literature? *using media connections on you tube (link on pg. 4) allow students to compare and contrast two versions of Pinocchio *small groups will retell and illustrate on a main event you assign *each group should focus on a different main event and then share the information with the class *in partners students will use the same method to compare Pinocchio to chapter read aloud from previous lessons</p>			<p>Sharing Equally</p> <p>Constructing Task</p> <p>Partners</p> <p>Partitioning rectangles</p> <p>Identify, label and compare fractions</p>

Acquisition Skills

use dictionary, identify parts of speech, complete story element maps, compare and contrast information, summarize reading, use context clues, identify main events of a plot, use "chunks" in unknown words to define and read unknown words; identify prefixes and suffixes	research and relate historical facts to prior learning, create timelines, compare and contrast actions and historical influences of important figures	conduct experiments and take notes on results, use technical writing to write about observations, relate new learning to real world events and concepts	Composition and decomposition of two- dimensional shapes; Recognition of shapes from different perspectives and orientations; Basic geometric figures and spatial relationships; Sides, vertices, and other geometric attributes
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Formative Assessments

Writing Prompt: What is a folktale?	Writing Prompt: Why is it important for all American citizens to have the same rights and freedoms?	Writing Prompt: What are the difference and similarities between plants, animals, and fungi?	Writing Prompt: How do we describe geometric figures?
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Student Portfolio

Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
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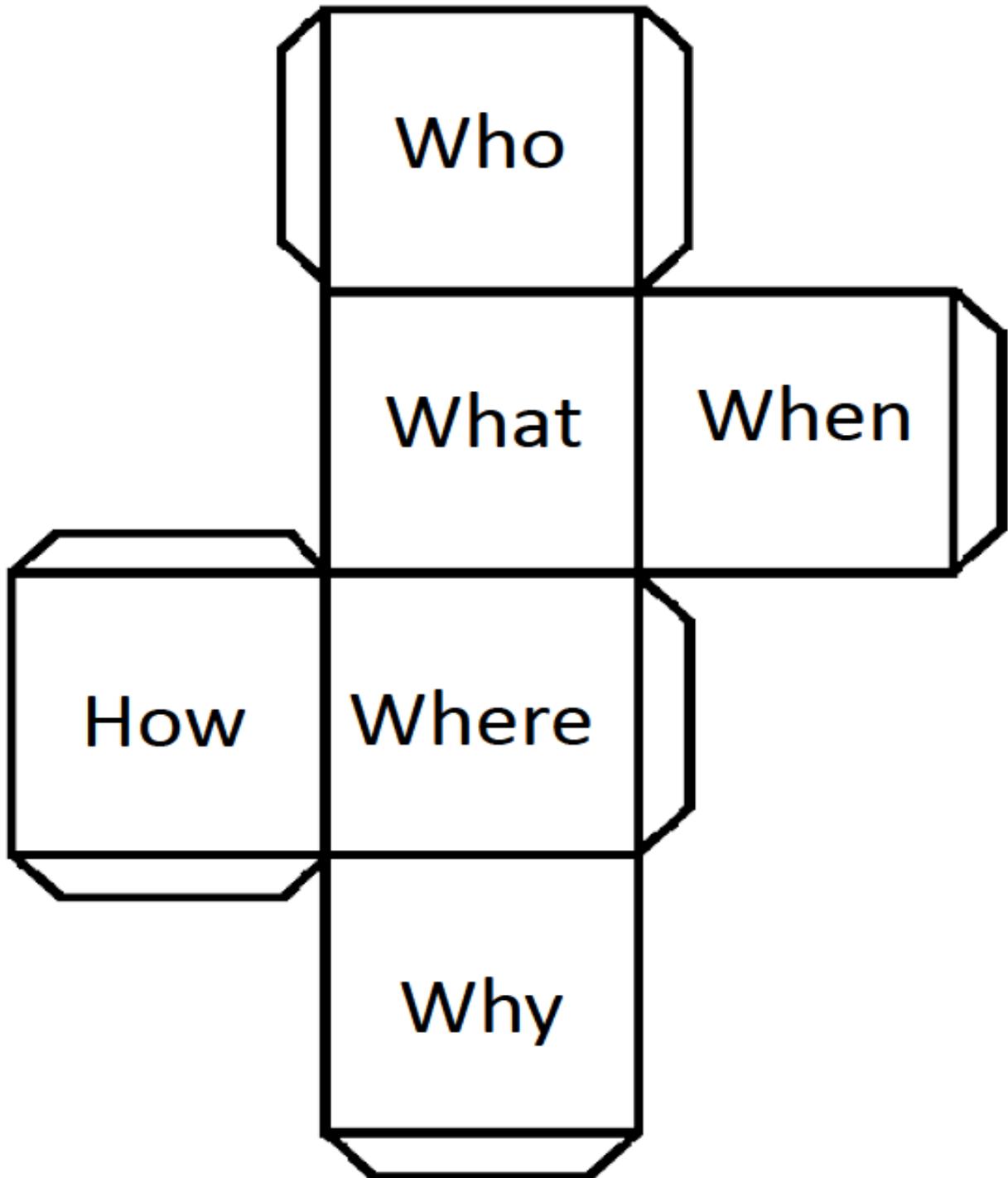
Management: Work Session (All Subject Areas)

<p>Teacher:</p> <p>Guided reading, writing, and math groups</p> <p>Word Study with phonics and content vocabulary</p> <p>Conferencing/ RTI</p>	<p>Student:</p> <p>Independent work on framework tasks</p> <p>Independent work in learning centers or learning tasks</p> <p>Partner work/meet with teacher/small group participation</p>
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Vocabulary Word Breakdown

Word	Syllable Breakdown	Prefix/Root Word/Suffix	Definition	Synonym	Sentence Example

5W Story Cube



Main Events

Beginning

Middle

End

Main Events

First

Next

Last

CCGPS Framework Pacing

Week 29 2nd Grade

Week 29 2nd Grade			
ELA	Social Studies	Science	Math
EQ: How are adverbs and adjectives alike? How are they different? *if using suggested text, use list of adverbs and adjectives on pg. 5 *if using your own read aloud create a list of adverbs and adjectives prior to lesson *model writing sentences with words (point out capitalization and how to use dictionary to find parts of speech) *mark N (noun), V (verb), etc. for focus words *students will practice in small groups locating adjectives and adverbs in the next chapter of their assigned chapter books *write a journal response with words they find about a time something funny happened in school	Performance Task pg. 15 (2 weeks) *Create stamp for Martin Luther King Jr. and/or Jackie Robinson *must include symbols for civility, sportsmanship, liberty *must support answers to the questions on pg. 5 *rubric pg. 6	Life Cycles (8 Weeks) Lesson 1: Animal Life Cycles (2 Weeks) *observe life cycle *compare life cycles *investigate changes *prior to lesson collect some organisms students can watch life cycles *link reference pg. 7 *students will label and sketch stages of life cycles	Grandma's Quilts Constructing Task Partners Partitioning rectangles
EQ: How do fiction and non-fiction books differ? *display a non-fiction book of your choice or use the suggested text on pg. 6 *point out non-fiction text features (cover, table of contents, glossary ,etc.,) In groups, students will summarize information from sections in their assigned non-fiction text *student will also identify bold print vocabulary, define, and sort words by prefixes/suffixes, etc. (can use vocab graphic organizer from week 28)	Quiz found in unit *resource pg. 11,12,13		Making Rectangles Practice Task Large Group/Partners Partitioning rectangles
EQ: How do I decide where and when apostrophes are needed? *review apostrophes in possessives and contractions * using read aloud from lessons 1-3, model finding words with apostrophes and sort them into contractions and/or possessives *if using suggested read aloud list of words from chapter three on pg. 7 in the framework *student will then find apostrophe words and sort using their assigned read alouds *teacher will model creating compound sentences with word list *in pairs, students will write compound sentences about themselves using apostrophes appropriately			Ribbon Fractions Constructing Task Large Group/ Small Group Identify, label and compare fraction
Acquisition Skills			
use dictionary, identify parts of speech, complete story element maps, compare and contrast information, summarize reading, use context clues, identify main events of a plot, use "chunks" in unknown words to define and read unknown words; identify prefixes and suffixes	research and relate historical facts to prior learning, create timelines, compare and contrast actions and historical influences of important figures	conduct experiments and take notes on results, use technical writing to write about observations, relate new learning to real world events and concepts	Composition and decomposition of two- dimensional shapes; Recognition of shapes from different perspectives and orientations; Basic geometric figures and spatial relationships; Sides, vertices, and other geometric attributes
Formative Assessments			
Writing Prompt: Why is it important to learn new vocabulary words?	Writing Prompt: How do you show sportsmanship and civility in your own life?	Writing Prompt: How does a living thing go through a life cycle?	Writing Prompt: Where can we find geometric figures in the world around us?
Student Portfolio			
Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 30 2nd Grade

ELA	Social Studies	Science	Math
EQ: How does knowledge of word parts help with acquiring new vocabulary? *model finding synonym and antonym for a word list with chapter 4 of suggested read aloud or next chapter in your chosen read aloud (word list for suggested text is on pg. 8) students should use context clues and dictionaries to define and create synonym/antonym list from their assigned read alouds *students will also summarize new reading with 5W cube	Performance Task pg. 15 (2 weeks) *Create stamp for Martin Luther King Jr. and/or Jackie Robinson *must include symbols for civility, sportsmanship, liberty *must support answers to the questions on pg. 5 *rubric pg. 6	Lesson 2: Tree Observations (2 weeks) *observe seasonal changes in plant life cycle *collect data and illustrate *prior to lesson collect samples of seasonal changes from a tree the students can observe (fall leaves, spring buds, etc.) *predictions and investigation of a tree on the school grounds *learning link pg. 8	Making A Cake Constructing Task Large Group/Small Group Identify, label, and compare fractions
EQ: How are different types of nouns used in both speaking and writing? *model creating a word splash with words from the next part of your chosen read aloud (if using suggested text, examples are found on pg. 9) *using the word splash label nouns as proper, common, possessive, collective, or compound and define *each small group will create a word splash with their assigned read aloud and label their noun list *groups will also use their 5W cube to summarize their new reading	Quiz found in unit *resource pg. 11,12,13		Fraction Cookies Constructing Task Individual/partner Label and compare fractions
EQ: When is formal English used? Why is formal English used at times? • Begin lesson by using informal language with students. Examples: What's up? What's happenin'? Hey, dudes! Discuss reasons that these word choices are awkward; Ask for more predictable ways for teacher to greet class; Use terms formal and informal in reference to examples used above *using your chosen read aloud, model finding examples of formal and informal language (if using suggested text, examples are found on pg.10); *students will look for examples in their assigned texts and summarize the new reading			My Country's Flag Performance Task/Individual Arrays Describe geometric figures Identify, label, and compare fractions
Acquisition Skills			
use dictionary, identify parts of speech, complete story element maps, compare and contrast information, summarize reading, use context clues, identify main events of a plot, use "chunks" in unknown words to define and read unknown words; identify prefixes and suffixes	research and relate historical facts to prior learning, create timelines, compare and contrast actions and historical influences of important figures	conduct experiments and take notes on results, use technical writing to write about observations, relate new learning to real world events and concepts	Composition and decomposition of two- dimensional shapes; Recognition of shapes from different perspectives and orientations; Basic geometric figures and spatial relationships; Sides, vertices, and other geometric attributes
Formative Assessments			
Writing Prompt: How is the way you talk to your friends different from the way you write a paper for school?	Writing Prompt: Why was it important for people like Dr. King to fight for civil rights?	Writing Prompt: How are life cycles different between organisms?	Writing Prompt: How do we use the following terms: angle, vertex, face, side, and edge to describe geometric figures?
Student Portfolio			
Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

CCGPS Framework Pacing

Week 31 2nd Grade

ELA	Social Studies	Science	Math
EQ: How do stories/books help us understand our own lives? • Review chapters 1 to 6, using titles of chapters as prompts for each chapter. (Suggestion: As chapters are reviewed, create a Table of Contents for each chapter to be displayed for future reference. As additional chapters are read, add new chapters to the chart. This Table of Contents will be referenced in future tasks *if using suggested text administer assessment prompt on pg. 10; if using your own read aloud, create a prompt prior to lesson	Unit 6: Being a Georgian Today (6 weeks)	Lesson 2: Tree Observations (2 weeks) *observe seasonal changes in plant life cycle *collect data and illustrate *prior to lesson collect samples of seasonal changes from a tree the students can observe (fall leaves, spring buds, etc.) *predictions and investigation of a tree on the school grounds *learning link pg. 8	Teeth Graph Scaffolding Task Picture and Bar Graphing
EQ: How are informational texts different from narrative texts? *Activating strategy: Hangman with ENERGY used as the missing word; HINTS: You use it when you read, write, or think. It lets you move, work and grow. Objects around you use it, too *use any non-fiction read aloud about Sound and Light (model how to use table of contents, section headers, and index *prior to lesson make a list of vocabulary for students to complete Frayer Models with (if using suggested text, examples are found on page 12) *students can work in small groups with their assigned non-fiction text	Compare/Contrast pg. 3 *Venn Diagram *compare and contrast Martin Luther King Jr. and Jimmy Carter *web link pg. 3		Bumpy or Not Bumpy? Scaffolding Task Large Group, Small Groups Odd and Even Numbers
EQ: How are informational texts different from narrative texts? *repeat previous lesson using "Light" as the non-fiction focus topic *if using suggested text pg. #'s, vocab, instructional hints on pg. 12 *students will use assigned non-fiction text to complete Frayer Models with vocab words; students will also complete a summary of their learning with at least three facts and illustrate	Spider Web/Bubble Map pg. 3 *web link pg. 3 *Jimmy Carter and how he showed compassion		Are We Odd or Even? Scaffolding Task Large Group, Partners Odd and Even Numbers MCC.2.OA.3
EQ: How does author's purpose in information writing differ from author's purpose in narrative writing? *introduce the prompt for the culminating project (if using the suggested text, prompt on page. 13 with sequence of instruction) *prior to lesson create a vocab list for new chapter *model defining the words and identifying root words and synonyms (words for suggested text on pg. 13)*students will read their assigned texts, locate/define vocabulary/summarize sequence of events			

Acquisition Skills

use dictionary, identify parts of speech, complete story element maps, compare and contrast information, summarize reading, use context clues, identify main events of a plot, use "chunks" in unknown words to define and read unknown words; identify prefixes and suffixes	research and relate historical facts to prior learning, create timelines, compare and contrast actions and historical influences of important figures	conduct experiments and take notes on results, use technical writing to write about observations, relate new learning to real world events and concepts	Composition and decomposition of two- dimensional shapes; Recognition of shapes from different perspectives and orientations; Basic geometric figures and spatial relationships; Sides, vertices, and other geometric attributes
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Formative Assessments

Writing Prompt: Create a Venn Diagram to compare informational and narrative texts.	Writing Prompt: How is life in Georgia different today than it was during the days of Dr. King?	Writing Prompt: How does a plant develop from a small seed?	Writing Prompt: How do we apply the use of fractions in everyday life?
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Student Portfolio

Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
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Management: Work Session (All Subject Areas)

Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation
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Week 32 2nd Grade

ELA	Social Studies	Science	Math
<p>EQ: How do characters' actions help a writer tell a story? *Activating Strategy: Play "I Spy" using object belonging to a student for the thing being guessed. When a student guesses the correct object, write that answer using possessive form *if using suggested text, word for ch. 8 on pg. 14 *students will practice finding possessive nouns in their assigned read aloud or finding proper nouns to turn into possessives; they will use each word in compound sentences.</p>	<p>Timeline for Jimmy Carter pg. 4 *must list 10 of the following: accomplishments, jobs, programs *create personal timeline *compare two timelines *web link pg. 4</p>	<p>Lesson 3: Growing a Seed (2 weeks) *observe seed growth *compare seed growth with animal growth *investigate changes*prior to lesson prepare a paper bag with at least 2 inches covered with seeds *students will also plant a seed and document growth *gardening link pg. 8</p>	<p>What's in the Bag? Scaffolding Task Large Group, Small Group Odd and Even Numbers MCC.2OA.3</p>
<p>EQ: How are adverbs and adjectives alike? How are they different? *prior to lesson, make a list of adjectives and adverbs from your read aloud (if using suggested text, word list is found on pg. 15) *students will make list of adjectives and adverbs from their assigned read alouds and summarize their new reading</p>			<p>Two of Everything! Practice Task, Large Group, Individual Equal Addends MCC.2.OA.3</p>
<p>EQ: How is order of events important in written texts? *using chapter titles from your chosen read aloud, review the major events and update table of contents graphic organizer if needed *prior to lesson prepare a vocab list or use suggested list on pg. 17 if using suggested text; have students complete a vocab chart with their assigned read aloud and write sentences with new words in small groups (on pg. 16 of framework) a sample chart is also available on the second page of this document *students will also summarize new learning</p>	<p>Riddle Making pg. 4 *choice a person, place, or thing learned about in unit *directions pg. 4</p>		<p>Add it Up! Scaffolding Task Large group, Small Group Odd and Even Numbers MCC.2.OA.3</p>
Acquisition Skills			
<p>use dictionary, identify parts of speech, complete story element maps, compare and contrast information, summarize reading, use context clues, identify main events of a plot, use "chunks" in unknown words to define and read unknown words; identify prefixes and suffixes</p>	<p>research and relate historical facts to prior learning, create timelines, compare and contrast actions and historical influences of important figures</p>	<p>conduct experiments and take notes on results, use technical writing to write about observations, relate new learning to real world events and concepts</p>	<p>Fluency with single digit addition/subtraction facts to 20; Tally marks; Picture graphs, bar graphs; Counting to 100; One to one correspondence; Comparing sets of objects (equal to, more than, or less than)</p>
Formative Assessments			
<p>Writing Prompt: Who is your favorite character to read about? What kind of feelings do they have in their stories?</p>	<p>Writing Prompt: How are the laws that were created when Jimmy Carter was born the same as or different from our laws today?</p>	<p>Writing Prompt: How do seasons affect the life cycles of living things?</p>	<p>Writing Prompt: How are odd and even number lines identified on the number line?</p>
Student Portfolio			
Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 33 2nd Grade

Week 33 2nd Grade			
ELA	Social Studies	Science	Math
EQ: How do context clues help readers? *prior to lesson prepare vocab index cards (f using suggested text, word list on pg. 18) *model using context clues to define words on the word list *each student will work on a word list matching their assigned text; students will locate the word and define in their own words using context clues (remind them to try not to change the meaning with their definition) *students will also summarize their reading	Peanut Postcard pg. 4 *create postcard and link to Jimmy Carter and Georgia agriculture *web link pg. 4 *class timeline	Lesson 3: Growing a Seed (2 weeks) *observe seed growth *compare seed growth with animal growth *investigate changes *prior to lesson prepare a paper bag with at least 2 inches covered with seeds *students will also plant a seed and document growth *gardening link pg. 8	Ten! Scaffolding Task Large Group, Small Group Odd and Even Numbers MCC.2.OA.3
EQ: How is informational writing different from narrative writing? *prior to lesson create assessment writing prompt that combines the knowledge students gained from the fiction and non-fiction texts they have read (if using the suggested text, prompt on. 19) *review fiction "table of contents" summary and non-fiction information/vocabulary *model creating a word web for pre-writing to help students use all acquired vocab *use the writing process to complete the prompt	Photographic Evidence pg. 5 *web link pg. 5 *changes in Georgia *Jimmy Carter compare and contrast		Cookie Monster Constructing Task Large Group, Small Group Odd and Even Numbers MCC.2.OA.3 MCC.2.OA.4
EQ: What are the purposes of illustrations? *if using the suggested text, follow activating strategy and vocab lesson on pg. 20 *if using own read aloud, have students use title and cover of read aloud to predict plot/information found I text *have students use Frayer Model to help define words from their assigned read aloud	Web Quest pg. 5 *web link pg. 5 *prior to lesson print off tasks *research Georgia		Cereal Arrays Practice Task Small Groups Arrays MCC.2.OA.4
EQ: When reading words that have more than one definition, how do readers determine which meaning the author is referencing? *prior to lesson create a list of multiple-meaning words found in read aloud (if using suggested text, examples found on pg. 21) *play charades to act out word list *for added practice, use vocab web link on pg. 21 *in a four square (graphic org. on next page of this document) have students write four words and illustrate and define using their assigned text			
Acquisition Skills			
use dictionary, identify parts of speech, complete story element maps, compare and contrast information, summarize reading, use context clues, identify main events of a plot, use "chunks" in unknown words to define and read unknown words; identify prefixes and suffixes	research and relate historical facts to prior learning, create timelines, compare and contrast actions and historical influences of important figures	conduct experiments and take notes on results, use technical writing to write about observations, relate new learning to real world events and concepts	Fluency with single digit addition/subtraction facts to 20; Tally marks; Picture graphs, bar graphs; Counting to 100; One to one correspondence; Comparing sets of objects (equal to, more than, or less than)
Formative Assessments			
Writing Prompt: Why are illustrations important in ficiton and non-ficiton?	Writing Prompt: How do we participate in democracy? (school, community, state, nation)	Writing Prompt: How are changes in day/night length related to seasonal changes in plants and animals?	Writing Prompt: How do I determine if a number is odd or even?
Student Portfolio			
Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Four Square Vocabulary Organizer

Week 34 2nd Grade

Week 34 2nd Grade			
ELA	Social Studies	Science	Math
EQ: How is informational text different from narrative text? *using four square word description/illustrations from prior lesson, review vocab *if using suggested read aloud, follow instructional plan on pg. 22:song about Friction, video clip, word splash, identify 3 major events and summarize/compare *if using your own read aloud choice, model linking text to media, summarize three major events and compare and contrast those events with one another to summarize understanding	Using Oral Histories pg. 5 *resource pg. 10 *videos on JCNHS website for Jimmy Carter's favorite memories *record student memories from KDG and present	GRASPS: *team of biologists *illustrate and explain life cycles of plants and animals *present *draw/color life cycles *posters of what was learned including written descriptions (link for poetry) *relate seasonal changes to life cycle changes	Roll an Array Practice Task Large group, partners Arrays, repeated addition MCC.2.OA.3
EQ: Why can songs, poems, and videos sometimes be considered informational text? *if using suggested text, follow instruction details on pg. 23 (review text, vocab, and summaries, in a small group have students produce a page using words and illustrations to match the vocab from text) *if using own read aloud, review vocab and summaries; in groups with their assigned text, have student illustrate and write about major events and vocab words to create a summary book about their assigned reading	Region Skits pg. 3 *act out region students live in *impact that region has on their daily lives *web link pg. 3		Seating the Class Constructing Task Small Groups Repeated addition MCC.2.OA.3 MCC.2.MD.10
EQ: How can informational writing be used to teach new information? *choose a task that students can tell you what to do with "how to" steps (framework ex. Peanut Butter and Jelly sandwich) *students will write out directions for their classmates telling them how to play a favorite sport *allow students time to add pictures and create a book to share *remind them to use transition words and edit for all steps	Create own Currency pg. 4 *draw and produce class currency *could be used in class store		Pattern Block Drop Practice Task Small Groups Arrays MCC.2.OA.3 MCC.2.OA.4
EQ: What strategies can be used to determine word meaning? *revisit prior lessons *review vocabulary list from read aloud (if using suggested text word list pg. 24) *in small groups, students will work to classify vocab from their read aloud into categories and share categories with other groups			
Acquisition Skills			
use dictionary, identify parts of speech, complete story element maps, compare and contrast information, summarize reading, use context clues, identify main events of a plot, use "chunks" in unknown words to define and read unknown words; identify prefixes and suffixes	research and relate historical facts to prior learning, create timelines, compare and contrast actions and historical influences of important figures	conduct experiments and take notes on results, use technical writing to write about observations, relate new learning to real world events and concepts	Fluency with single digit addition/subtraction facts to 20; Tally marks; Picture graphs, bar graphs; Counting to 100; One to one correspondence; Comparing sets of objects (equal to, more than, or less than)
Formative Assessments			
Writing Prompt: What is a "How To" writing? Create a list of topics that you could write "How To" papers on.	Writing Prompt: Why are peanuts important to Georgia's economy?	Writing Prompt: Do all organisms have life cycles? How do you know?	Writing Prompt: What strategies can I use to tell if a number is odd or even?
Student Portfolio			
Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 35 2nd Grade

Week 35 2nd Grade			
ELA	Social Studies	Science	Math
EQ: In what ways can informational text apply to the real world? *if using the suggested text, display words on pg. 25 and use words in scenarios found with step one of the lesson *if using own read aloud, model relating vocabulary to real world scenarios *students can use assigned read aloud to write scenarios fro the real world to match their vocab list.	Performance Task: pg. 5 Historian of Jimmy Carter *chapter requirements pg. 5, 6 *present in form of newspaper, time capsule, or video *rubric pg. 7, 8 *can link to poetry unit	GRASPS: *team of biologists *illustrate and explain life cycles of plants and animals *present *draw/color life cycles *posters of what was learned including written descriptions (link for poetry) *relate seasonal changes to life cycle changes	The Queen’s Dilemma Constructing Task Partners Arrays MCC.2.OA.4
EQ: How can different versions of a story be both alike and different? *using two different versions of the same song, book, or poem about the same topic model compare and contrasting with 5W cube *assign each guided reading group a set of books on the same topic but written differently and have each group complete a Venn Diagram on the texts			Mathemagicians Practice Task Partners Arrays MCC.2.OA.4
EQ: Where and how can we find answers about things that happened long ago? *model telling students how to play your favorite game; students will independently choose a favorite game to write a "How To" *good activity for a day you can visit the computer lab so they can research the history of their game and facts found on the internet to add to their "how to" *also a great time to model paraphrasing information *use writing process to complete project (if using suggested text relate writing project to culminating activity			No, You Can’t Constructing Task Partners Arrays MCC.2.OA.4
EQ: How do prefixes and suffixes influence the meaning of words? *write the word "spork" on chart paper as an activator and have students try to define (if using the book SPORK as read aloud continue with vocab lesson with word list on pg. 27 and vocab. breakdown graphic organizer on pg. 2 of this document) *if using own read aloud, select vocab. and model complete info on vocab. graphic org*students should complete and search for vocab. in their assigned text (on their reading level)			The Candy Box Culminating Task Individual Arrays MCC.2.OA.3 MCC.2.OA.4, MCC.2.MD.10
Acquisition Skills			
use dictionary, identify parts of speech, complete story element maps, compare and contrast information, summarize reading, use context clues, identify main events of a plot, use "chunks" in unknown words to define and read unknown words; identify prefixes and suffixes	research and relate historical facts to prior learning, create timelines, compare and contrast actions and historical influences of important figures	conduct experiments and take notes on results, use technical writing to write about observations, relate new learning to real world events and concepts	Fluency with single digit addition/subtraction facts to 20; Tally marks; Picture graphs, bar graphs; Counting to 100; One to one correspondence; Comparing sets of objects (equal to, more than, or less than)
Formative Assessments			
Writing Prompt: How do the 5Ws help you comprehend the events in a story?	Writing Prompt: What has changed in our country since Jimmy Carter was our President? What has changed in our state since Jimmy Carter was our Governor?	Writing Prompt: Is a fungus a living thing? Illustrate your answer.	Writing Prompt: How are arrays and repeated addition related?
Student Portfolio			
Reading Task Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 36 2nd Grade

ELA	Social Studies	Science	Math
<p>EQ: How can information gained from informational text help the understanding of a narrative text? *using your choice of read aloud or the suggested text preview/predict story elements *review non-fiction read alouds *using a T-Chart compare focus topic between fiction and non-fiction using pictures and information *into vocab from book (if using suggested text list on pg. 28) model defining and using vocab in compound sentences *students will then find meanings of vocab from their assigned texts on their reading level and put in compound sentences</p>	<p>Performance Task: pg. 5 Historian of Jimmy Carter *chapter requirements pg. 5, 6 *present in form of newspaper, time capsule, or video *rubric pg. 7, 8 *can link to poetry unit</p>	<p>GRASPS: *team of biologists *illustrate and explain life cycles of plants and animals *present *draw/color life cycles *posters of what was learned including written descriptions (link for poetry) *relate seasonal changes to life cycle changes</p>	<p>Show What You Know</p>
<p>EQ: How do stories/books help us understand our own lives? *using assessment prompt on pg. 29 or prompt you design prior to lesson (make sure prompt is informational/persuasive) *review expectations of writing and use writing process</p>			

Acquisition Skills

<p>use dictionary, identify parts of speech, complete story element maps, compare and contrast information, summarize reading, use context clues, identify main events of a plot, use "chunks" in unknown words to define and read unknown words; identify prefixes and suffixes</p>	<p>research and relate historical facts to prior learning, create timelines, compare and contrast actions and historical influences of important figures</p>	<p>conduct experiments and take notes on results, use technical writing to write about observations, relate new learning to real world events and concepts</p>	<p>Fluency with single digit addition/subtraction facts to 20; Tally marks; Picture graphs, bar graphs; Counting to 100; One to one correspondence; Comparing sets of objects (equal to, more than, or less than)</p>
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Formative Assessments

<p>Writing Prompt: What is the writing process and why is it important?</p>	<p>Writing Prompt: How is your life the same as Jimmy Carter's life when he was small? How is your life different from Jimmy Carter's life when he was small?</p>	<p>Writing Prompt: Can all animals make their own food? Draw a picture of an organism that can make its own food.</p>	<p>Writing Prompt: How can we model repeated addition on the number line?</p>
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Student Portfolio

<p>Reading Task Evidence</p>	<p>Social Studies Task Evidence</p>	<p>Science Task Evidence</p>	<p>Math Task Evidence</p>
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Management: Work Session (All Subject Areas)

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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Frayer Model

Definition

Facts/Characteristics

Examples

Non-examples

