

Creekside Cooperative Charter School  
Assignment and Work Record

2nd Grade (1000-K6:2F)	Instructor: Worthy, Jenifer ( <i>HQT,Primary</i> )	Category:
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**Learning Period: 1 (08/29/2016 - 09/23/2016)**

Science

**Assignment**

- Honey Bees- life cycle, pollination, etc...
- It's time for Science
- The World of Science
- Science Safety
- Seed ball for pollinators activity

**Module 2: Life Sciences: Plants and animals have predictable life cycles.**

**Assignment**

- Students comprehend that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another - CA State Standard 2.2.1.
- Students comprehend the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice - CA State Standard 2.2.2.
- Students comprehend many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment - CA State Standard 2.2.3.
- Students comprehend there is variation among individuals of one kind within a population - CA State Standard 2.2.4.
- Students comprehend flowers and fruits are associated with reproduction in plants - CA State Standard 2.2.6.

Social Studies

**Assignment**

- First Day Jitters activities
- Classroom Agreements
- Studies Weekly- Being Responsible
- Van Gogh Art Study and Starry, Starry Night project

**Module 4: Studies Weekly**

**Assignment**

- Week 1: Welcome to Second Grade
- Week 4: Good Citizens (2.3.1, 2.5)

2 - CA Mathematics Common Core Content Standards - CDE (2013)

**Assignment**

- Fact Families
- Number lines

**Module 1: Operations and Algebraic Thinking**

### **Assignment**

- 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.*
- 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers.*
- 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.*
- 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.*

### **Module 2: Numbers and Operations in Base Ten**

#### **Assignment**

- 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between adding and subtraction.*

2 - CA English-Language Arts Common Core Content Standards - CDE (2013)

### **Assignment**

- Rooted in Reading- A Bad Case of Stripes*
- Rooted in Reading- Edward the Emu*
- Rooted in Reading- Sheila Rae, the Brave and Chester's Way*
- Rooted in Reading- The Invisible Boy*

### **Module 1: Reading Standards for Literature.**

#### **Assignment**

- RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*
- RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*
- RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.*
- RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.*

### **Module 2: Reading Standards for Informational Text**

#### **Assignment**

- RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*
- RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.*
- RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.*

### **Module 3: Reading Standards for Foundational Skills**

#### **Assignment**

- RF.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA*
- RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.*
- RF.3b Know spelling-sound correspondences for additional common vowel teams.*
- RF.4 Read with sufficient accuracy and fluency to support comprehension.*

### **Module 4: Writing Standards**

**Assignment**

W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CA

W.8 Recall information from experiences or gather information from provided sources to answer a question.

**Module 5: Speaking and Listening Standards****Assignment**

SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Module 6: Language Standards****Assignment**

L.1g Create readable documents with legible print. CA

L.2d Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).

L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Habits of Work

**Module 1: Habits of Work LP1****Assignment**

Work Completion 1

Behavior 1

Collaboration 1

Participation 1

Work Completion 2

Behavior 2

Collaboration 2

Participation 2

Work Completion 3

Behavior 3

Collaboration 3

Participation 3

Work Completion 4

Behavior 4

Collaboration 4

Participation 4

## PE/Health

**Module 4: Physical Education**

**Assignment**

*Participate in 200 minutes of physical activity for every 10 school days (grades 1-6)*

**Module 5: Health**

**Assignment**

*Body Parts and Movement*

*Energy Expenditure*

*Physical Activity Diary*