

2nd Grade (1000-K6:2F)

Instructor: Worthy, Jenifer (Primary)

Category:

**Learning Period: 10 (05/16/2016 - 06/03/2016)**

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

**Assignment**

- \_\_\_ *Captain Red's Gold* (poetry, parts of speech, long o/short o)
- \_\_\_ *Mom Gave Me a Dollar* (Poetry, parts of speech, homophones)
- \_\_\_ *Spelling Test* (aw, augh, au, al)
- \_\_\_ *Spelling Test* (contractions)
- \_\_\_ *Spelling Test* (inflected endings)
- \_\_\_ *Sharks!*
- \_\_\_ *Fireflies!*
- \_\_\_ *The Three Little Javelinas*

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

**Assignment**

- \_\_\_ *RL.2* Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- \_\_\_ *RL.3* Describe how characters in a story respond to major events and challenges.

**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.2* Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- \_\_\_ *RI.3* Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**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.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.3* Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**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).

**Module 6: Language Standards**

### **Assignment**

- \_\_\_ L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- \_\_\_ L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- \_\_\_ L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- \_\_\_ L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- \_\_\_ L.5 Demonstrate understanding of word relationships and nuances in word meanings.
- \_\_\_ L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

### **Social Studies**

#### **Assignment**

- \_\_\_ Town Builder Project
- \_\_\_ Landforms
- \_\_\_ Map Skills
- \_\_\_ Land Resources
- \_\_\_ Settlers
- \_\_\_ Modern Communities

### **Science**

#### **Assignment**

- \_\_\_ Matter
- \_\_\_ Motion
- \_\_\_ Sharks
- \_\_\_ Dolphins
- \_\_\_ Fireflies
- \_\_\_ The Desert

### **Module 1: Physical Sciences: The motion of objects can be observed and measured.**

#### **Assignment**

- \_\_\_ Students comprehend the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull. CA State Standard 2.1.3.
- \_\_\_ Students comprehend tools and machines are used to apply pushes and pulls (forces) to make things move. CA State Standard 2.1.4.
- \_\_\_ Students comprehend objects fall to the ground unless something holds them up. CA State Standard 2.1.5.
- \_\_\_ Students comprehend magnets can be used to make some objects move without being touched. CA State Standard 2.1.6.
- \_\_\_ Students comprehend sound is made by vibrating objects and can be described by its pitch and volume. CA State Standard 2.1.7.

### **Module 3: Earth Sciences: Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:**

#### **Assignment**

- \_\_\_ Students comprehend how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals - CA State Standard 2.3.1.
- \_\_\_ Students comprehend smaller rocks come from the breakage and weathering of larger rocks - CA State Standard 2.3.2.
- \_\_\_ Students comprehend that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants - CA State Standard 2.3.3.
- \_\_\_ Students comprehend that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils - CA State Standard 2.3.4.

\_\_\_ Students comprehend rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use - CA State Standard 2.3.5.

**Module 4: Investigation and Experimentation:** Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

#### Assignment

\_\_\_ Make predictions based on observed patterns and not random guessing - CA State Standard 2.4.1.

\_\_\_ Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units - CA State Standard 2.4.2.

\_\_\_ Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects - CA State Standard 2.4.6.

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

### 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.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.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

\_\_\_ 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

\_\_\_ 2.NBT.7 Add and subtract within 1000, using concrete models to drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

\_\_\_ 2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

### Module 3: Measurement and Data

#### Assignment

\_\_\_ 2.MD Measurement and Data

\_\_\_ 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA

\_\_\_ 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and C (cent) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

### Module 4: Geometry

#### Assignment

\_\_\_ 2.G Geometry

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**

\_\_\_ *Oh! What is the Matter with Me?-1*

\_\_\_ *Oh! What is the Matter with Me?-2*

\_\_\_ *Health Studies Weekly- What is Health?*

\_\_\_ *Health Studies Weekly- Health Helpers*

\_\_\_ *Health Studies Weekly- Your Body*

#### **Habits of Work**

#### **Module 10: Habits of Work LP10**

##### **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*