

$(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results (exemplified in Topic G).

Overview of Module Topics and Lesson Objectives

Standards	Topics and Objectives	Days
2.NBT.1 <i>Sept 30</i>	A Forming Base Ten Units of Ten, a Hundred, and a Thousand Lesson 1: <i>I can</i> Bundle and count ones, tens, and hundreds to 1,000. <i>Quiz Oct 1</i>	1
2.NBT.2 ² 2.NBT.1 <i>Oct 1</i> <i>Oct 2</i> <i>Quiz Oct 3</i>	B Understanding Place Value Units of One, Ten, and a Hundred Lesson 2: <i>I can</i> Count up and down between 100 and 220 using ones and tens. Lesson 3: <i>I can</i> Count up and down between 90 and 1,000 using ones, tens, and hundreds.	2
2.NBT.3 2.NBT.1 2.NBT.2 <i>Oct 3</i> <i>Oct 4</i> <i>Oct 7</i> <i>Quiz Oct 8</i>	C Three-Digit Numbers in Unit, Standard, Expanded, and Word Forms Lesson 4: <i>I can</i> Count up to 1,000 on the place value chart. Lesson 5: <i>I can</i> Write base ten three-digit numbers in unit form; show the value of each digit. Lesson 6: <i>I can</i> Write base ten numbers in expanded form. Lesson 7: <i>I can</i> Write, read, and relate base ten numbers in all forms.	4
2.NBT.2 2.NBT.1 2.NBT.3 2.MD.8 <i>Oct 8</i> <i>Oct 9</i> <i>Oct 10</i> <i>Fall Break 11-15</i> <i>Review 16</i>	D Modeling Base Ten Numbers Within 1,000 with Money Lesson 8: <i>I can</i> Count the total value of \$1, \$10, and \$100 bills up to \$1,000. Lesson 9: <i>I can</i> Count from \$10 to \$1,000 on the place value chart and the empty number line. Lesson 10: <i>I can</i> Explore \$1,000. How many \$10 bills can we change for a thousand dollar bill?	3
<i>Oct. 17</i>	Mid-Module Assessment: Topics A–D (assessment ½ day, return ½ day, remediation or further applications 1 day)	2

²Use analog clock to provide a context for skip-counting by fives.

Weekly Lesson Overview

Subject:	Grade:	Week of:
ELA	2nd	9/ 30-10/4/-2019

Louisiana State Standards or GLEs

• Skills Block: RF.2.3, RF.2.3e, L.2.2, L.2.2d A.

2.RL.KID.1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

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

Focus Module 2: :

Monday: Syllable Sleuth: r-Controlled Two-Syllable Words: “artwork,” “barber,” “darker,” “starfish,” “burglar,” “harbor,” “partner” 2. Work Time (10 minutes) A. Words Rule: r-Controlled Patterns /or/, /ar/, and /er/; Words with Spellings “or,” “ar,” “ir,” “er,” and “ur” 3. Closing and Assessment (2 minutes) A. Reflecting on Learning 4. Differentiated and Small Group Instruction and Rotations (40–45

Unit 1 Lessons Date: Lesson 1: Building background knowledge: what do you know about fossils? Learning Targets: I can describe the details I notice in pictures. I can record and ask a question about fossils.

Tuesday. Lesson 2: Close read aloud, session 1-stone girl, bone girl Learning Targets: I can answer questions about the book Stone Girl, Bone Girl using details from the illustrations and text. Materials: she sells seashells, map of eur

Wednesday: Lesson 3: Close read aloud, session 2, stone girl, bone girl pages 1-4 Learning Targets: I can answer questions about important events from the book Stone Girl, Bone Girl. I can retell the beginning of Stone Girl, Bone Girl using important details about events and characters.

Thursday: Lesson 4: Close read aloud, session 3 pages 5-8 Learning Targets: I can answer questions about a character’s response in the text Stone Girl, Bone Girl. I can retell the beginning of Stone Girl Bone Girl using important details about events and characters.

Friday Engaging the Learner: Lesson 5: Close read aloud session 4 pages 9-14 Learning Targets: I can use details in the text to comprehend the story Stone Girl, Bone Girl. I can retell the middle of Stone Girl Bone Girl using important details about events and characters.

Homework

	Monday	Tuesday	Wednesday	Thursday
Assignment	Listed on second grade newsletter			

Spelling words 1. her 2. fern 3. Stern 4. bird 5. Dirt 6. Third 7. hurt 8. burn 9. Curb 10. corn 11. morn 12. Fork 13. Hard 14. yard 15. farm

Key Vocabulary

1. Extinct: A species of animal or plant that has completely died out and is no longer in existence.
2. Fossil: remains of plants or animals that lived long ago.
3. Paleontologist: A person who studies fossils and animals and plants that lived long ago.
4. Scientific Method: The process and steps of a scientific investigation

5. Ancient Belonging to the very distant past and no longer in existence
6. Mold: An empty space in rock where something once

Weekly Lesson Overview

Subject:	Grade:	Week of:
Social Studies	Second Grade	September30-Oct ,2019

Louisiana State Standards or GLEs
SOC2.1.2 Compare and contrast the present day community to that of the past using primary sources

Materials Needed
Pictures of artifacts, pictures of primary and secondary sources, close read on artifacts, primary and secondary sources, paper pencil

	Monday	Tuesday	Wednesday	Thursday
Assignment	History Artifacts	Primary and Secondary Sources	Primary and Secondary Sources	Assessment

Notes for partner teachers: