**A Year of Work in Grade 2: 2016-2017**

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| **Week** | **Unit of Inquiry** | **Learner Profile & Attitudes** | **Approaches to Learning** | **Language Arts** | | | **Mathematics** | |
| ***Within the unit*** | ***Writer’s Workshop*** | ***Reader’s Workshop*** | ***Within the unit*** | ***Outside the unit*** |
| 1 | **How We Organize Ourselves**  **Central Idea:**  Members of communities have roles and responsibilities.  **Lines of inquiry:**   * membership in communities * roles and responsibilities in different communities * problems communities solve   **Key Concepts:**  Form, Responsibility, Perspective  **Related Concepts:**  Citizenship, Authority, Rights & Responsibilities | **Open-Minded, Principled, Caring** | **Thinking Skills:**  Dialectical thought  **Social Skills:**  Respecting others, Resolving conflict, Cooperating  **Self-Management Skills:**  Codes of behavior | **Defining roles and responsibilities for teachers and students for Writer’s Workshop**   * **Create Norms**   **Defining roles and responsibilities for teachers and students for Reader’s Workshop**   * **Create Norms** | **Launching Writer’s Workshop**   * **Create anchor charts** | **Launching Reader’s Workshop**  **The First Week**   * **Create anchor charts** * **Unit 1 from Grade 2 RUoS: Reading Growth Support** | **Defining roles & responsibilities for teachers and students for Math Workshop**   * **Create Norms** * **Number Corner** | **Bridges Unit 1: Modules 1-3**  **Common Core 2.0A**  **Represent and solve problems involving addition and subtraction.**   * **Addition and Subtraction within 20.** * **Work with equal groups of objects to gain foundations for multiplication** |
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| 7 | **Where We Are in Place and Time**  Significant events in a person’s life shape who they are.  **Lines of inquiry:**   * significant consequences * the impact of action on others * factors that lead to consequences   **Key concepts:**  Causation, Connection  Perspective  **Related concepts:**  Culture, identity | **Communicator**  **Reflective** | **Communication Skills**  Reading, Writing | **Finding the significant events during read alouds**  **Discussing what impact the events had** | **Personal Narrative Writing**  **Unit 1 from Grade 2 WUoS: Lessons from the Masters** | **Unit 1 from Grade 2 RUoS: Reading Growth Support** |  | **Bridges Unit 1 & 2:: Modules 1-3**  **Common Core 2.0A**  **Represent and solve problems involving addition and subtraction.**  **Addition and Subtraction within 20.**  **Work with equal groups of objects to gain foundations for multiplication** |
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| 13 | **How the World Works**  An object’s balance and motion can be described and changed.  **Lines of inquiry:**   * describing position and motion * the effects of pushing and pulling * developing investigations to answer questions   **Key concepts:**  Function**,** Change**,** Reflection  **Related concepts:**  Pattern, Cause & Effect | **Inquirers, Thinkers, Communicators** | **Communication Skills:**  Writing  **Self-Management Skills:**  Organization  **Social Skills:** Cooperating, Group decision-making  **Research Skills:**  Ask questions, observe, plan, present research findings, formulating questions | **Scientific Writing: creating lab reports**  **Information Writing** | **Information Writing**  **Unit 2 from Grade 2 WUoS: Lab Reports and Science Books** | **Unit 2 from Grade 2 RUoS: Becoming Experts** | **Bridges Unit 8: Modules 1-3**  **Common Core 2.MD**  **Measure and estimate lengths in standard units**  **Relate addition & subtraction to length**  **Represent and interpret data**  **Common Core 2.G**  **Reason with shapes and their attributes** | **Bridges Unit 2 & 3: Modules 1-3**  **Common Core 2.0A**  **Represent and solve problems involving addition and subtraction.**  **Addition and Subtraction within 20.**  **Work with equal groups of objects to gain foundations for multiplication** |
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| **Week** | **Unit of Inquiry** | **Learner Profile & Attitudes** | **Approaches to Learning** | **Language Arts** | | | **Mathematics** | |
| ***Within the unit*** | ***Writer’s Workshop*** | ***Reader’s Workshop*** | ***Within the unit*** | ***Outside the unit*** |
| 19 | **How We Express Ourselves**  Traditional tales are used to teach the values of a culture.  **Lines of inquiry:**   * features and themes of traditional tales * expressing values through traditional tales * methods of solving problems in traditional tales   **Key concepts:**  Connection**,** Perspective  **Related concepts:**  Values and beliefs, identity, systems | **Knowledgeable, Communicator, Risk-taker** | **Thinking Skills:**  Analysis, Evaluation, Comprehension  **Communication Skills:**  Reading | **Opinions of characters and books**  **Double bubble maps to compare books and characters**  **Reader’s Theater of Traditional Tales**  **(Yeh-Shen & Why Mosquitoes Buzz in People’s Ears)** | **Unit 4 from Grade 2 WUoS: Poetry**  **Side Note**  **If…, Then…**  **Writing Gripping Fictional**  **Stories** | **Unit 3 from Grade 2 RUoS: Bigger Books Mean Amping up Reading Power**  **Side Note**  **If…, Then…**  **Studying  characters and Their Stories** |  | **Bridges Unit 4: Modules 1-2**  **Common Core 2.NBT**  **Understand place value**  **Use place value and properties of operations to add and subtract** |
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| 25 | **Who We Are**  Nutrition and exercise impact an individual’s health and well being.  **Lines of inquiry:**   * food we need to grow and remain healthy * the promotion of physical and mental well being * healthy habits   **Key concepts:**  Causation, Function, Reflection  **Related concepts:**  Interdependence, Systems, Cause & Effect | **Reflective, Knowledgeable, Balanced** | **Research Skills:**  Collecting data, Recording data  **Social Skills:**  Accepting responsibility  **Self-Management Skills:**  Healthy lifestyle | **All About ….**  **Information Posters/Presentations** | **Unit 3 from Grade 2 WUoS: Writing about Reading:**  **Opinion** | **Unit 4 from Grade 2 RUoS:**  **Series Book**  **Clubs** | **Common Core 2.MD**  **Represent & interpret data** | **Bridges Unit 5: Modules 1-3**  **Common Core 2.NBT**  **Understand place value**  **Use place value and properties of operations to add and subtract** |
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| 31 | **Sharing the Planet**  Living things use earth’s materials  **Lines of inquiry:**   * the materials the earth creates * evidence of change in the earth * the impact of the earth’s forces   **Key concepts:**  Form**,** Change**,** Connection  **Related concepts:**  Physical environment, systems, cause & effect | **Inquirer, Thinker, Risk-taker** | **Thinking Skills:**  Acquisition of knowledge  **Research Skills:**  Formulating questions, observing, | **Science Notebooking**  **Science Diagrams**  **Poetry about Nature** | **Grade 2 WUoS:**  **Information Writing**  **PowerPoint or Prezi** | **Grade 2 RUoS: Reading Non-fiction Cover to Cover**  **Non-fiction Book Clubs** | **Common Core 2.MD**  **Represent and interpret data** | **Bridges Unit 6: Modules 1-3**  **Common Core 2.NBT**  **Understand place value**  **Use place value and properties of operations to add and subtract** |
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