

# Second Grade Pacing Guide



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Week #	Phonics Word Families	Phonics/ Language Review	Sight Words	Reading Comprehensio n Strategies	Language	Writing	Science	Social Studies	Math
Week 1	<a href="#">Bossy "E" Review</a> whale, white, snake, five, kite, cone, cube, June, name, drive, skate, stripe, blame, close, shine, chime, tape, spoke, dime, frame, chore	none- (Introduce <a href="#">classroom</a> <a href="#">rules</a> and procedures)	living, black, eat, short, run, book, gave, order, open, ground	Independent reading-build stamina	<a href="#">-Review Rhyme Words (don't have to be spelled the same)</a> <a href="#">-Long/Short vowels-</a> which is it?	"Friend Wanted" writing. Tell what you would want in a best friend- three characteristics.	none- (Introduce classroom rules and procedures)	-Back to school rules -Using supplies	Go Math Chapter 1- Number Concepts to 100  Math fluency practice- ALL YEAR
Week 2	<a href="#">3 Sounds of -d</a> stayed, drilled, spelled, fried, cried, moved, loved, washed, talked, crashed, watched, clapped, stopped, asked, ended, wanted, hunted, rented, started, waited	<a href="#">"Vowel Walk" Review</a> blue, glue, fruit, suit, die, pie, tie, clue, cried, beak, read, squeak, peach, snail, paint, brain, train, throat, board, coach	cold, really, table, remember, tree, course, front, American, space, inside	-Using illustrations/ <a href="#">predicting</a> -Identify punctuation	What is a sentence? -Types of Sentences: declarative, interrogative, exclamatory -Abbreviations (Days of the week, Mr., and Mrs.) -Plural spelling rules ( <a href="#">Add -es to words that end in s, sh, x, z, and ch to form plurals.</a> )	Introduce <a href="#">informational writing.</a> -Write about class pet. Include topic sentence, facts, and conclusion sentence. (Teacher models examples of proper topic and conclusion sentences. Anchor chart stays up on wall.)	<b>Introduce Engineering Design</b> Core Idea: "A situation that people want to change or create can be approached as a problem to be solved through engineering." ETS1.A STEM project: <a href="#">Apple Jenga Challenge</a>	-Friendship -Rights and Responsibilities (classroom citizenship) (fairness, respect, etc.)	<a href="#">Number Concepts to 100</a>

<p><b>Week 3</b></p>	<p><u>Inflectional Endings- ing, -ed</u> hop, hopping, hopped, hug, hugging, hugged grab, grabbing, grabbed, clip, clipping, clipped grin, grinning, grinned, plug, plugging, plugged drop, dropping, dropped</p>	<p><u>R Controlled Vowels Review- bark, shark,</u> shorts, fork, her, under, shirt, squirt, nurse, turn, girl, air, chair, stair, fair</p>	<p>ago, sad, early, I'll, learned, brought, close, nothing, though, idea</p>	<p>-Identifying characters</p>	<p>-Subjects/ Predicates -Complete Sentences Simple, &amp; compound. Past tense spelling rules (-d, -ed)</p>	<p>Introduce sequential writing with linking words 1st, 2nd, Last, etc. "If class pet went to the farm..." Introduce Linking Words. Put up anchor chart to stay up all year.</p>	<p><b>Introduce Cause &amp; Effect:</b> Core Idea: "Events have causes that generate observable patterns." (2-LS2-1) Activity: Domino chain-reaction</p>	<p>College Kick off Week Rights and Responsibilities Continued</p>	<p>Go Math, Chapter 2: Numbers to 1000</p>
<p><b>Week 4</b></p>	<p><u>Inflectional Endings -ies &amp; s/es (Plural endings)</u> party, parties puppy, puppies kitty, kitties baby, babies lady, ladies tray, trays turkey, turkeys glass, glasses brush, brushes monkey, monkeys</p>	<p><u>Magic "y" Two syllables vs. one)</u> happy, puppy, kitty, fuzzy, mommy, daddy, pretty, ugly, funny, my, try, fly, fry, cry, ply, by, dry, sly</p>	<p>before, lived, became, add, become, grow, draw, yet, less, wind</p>	<p>-Identifying the setting -Identifying the plot</p>	<p>-Complex &amp; Rearranged Sentences - <u>Nouns &amp; Verbs</u> -Syllable division between double consonants (use words with inflectional endings)</p>	<p>What I'll do at Farm... Sequential writing with linking words, topic and conclusion sentences. Introduce adding a title to writing. Give examples of titles and non-titles. Make anchor chart.</p>	<p><b>Engineering Design</b> "Asking questions, making observations, and gathering information are helpful in thinking about problems." (K-2-ETS1-1) - STEM challenge: Do cup and craft stick tower challenge.</p>	<p>Rights and Responsibilities (citizenship) Constitution Day (Sept. 17th)</p>	<p>Numbers to 1000</p>

<p><b>Week 5</b></p>	<p><u>Inflectional Endings -er, -ier, -est</u> happy, happier, happiest, glad, gladder, gladdest, funny, funnier, funniest, silly, sillier, silliest, slime, slimier, slimiest, nutty, nuttier, nuttiest, 8[-]-\ goofy, goofier, goofiest</p>	<p><u>Adjectives:</u> purple, white, soft, hard, warm, cold, long, short, tall, little, gigantic, sweet, sour, helpful, lazy, dark, light, thick, thin, tricky</p>	<p>behind, cannot, letter, among, able, dog, shown, mean, English, United States</p>	<p>Retelling or Summarizing</p>	<p><u>-Adjectives</u> <u>-Commas in a list</u> -Plural endings spelling rule (Change y to i and add es)</p>	<p>How to Grow an Apple Tree (Sequential with linking words, etc.)  Make a T-chart to help brainstorm ideas and add to paragraph.</p>	<p><b>Engineering Design</b> <b>Core Idea:</b> "Before beginning to design a solution, it is important to clearly understand the problem." (K-2-ETS1-1) Activity: Twenty Questions Checklist</p>	<p>Johnny Appleseed and Fall</p>	<p>Numbers to 1000</p>
<p><b>Week 6</b></p>	<p><u>Soft G-</u> germ, gentle, general, gym, digit, age, cage, danger, orange, page, stage, engine, giant, giraffe, magic,</p>	<p><u>Words ending in -ly (adverbs)</u> evenly, fairly, kindly, loudly, slowly, quickly, neatly, nicely, gently, happily, politely, sadly, safely, nearly, slyly, selfishly, rudely, lightly, hungrily, greatly</p>	<p>rest, perhaps, certain, six, feel, fire, ready, green, yes, built</p>	<p>-Identifying the main idea of a text or topic</p>	<p><u>-Adverbs</u> -Comparative inflectional word endings</p>	<p>Write about Fall "Parts of an Informational Paragraph" (Topic, Facts, Points, Conclusion)  Make a T-chart to help brainstorm ideas. Think of some adjectives and adverbs to make the writing more interesting.</p>	<p><b>Engineering Design</b> <b>Core Idea:</b> "Developing Possible Solutions: Designs can be conveyed through sketches, drawings, or physical models." (K-2-ETS1-2) STEM Challenge: Plan and sketch a chain reaction using items in the classroom, then do it.</p>	<p>Describe how location, weather, and environment affect the way people live (food, clothes, shelter, recreation, transportation)</p>	<p>Numbers to 1000</p>

<p><b>Week 7</b></p>	<p><u>Soft C-</u> ice, cent, city, dance, circle, circus, cider, mice, nice, price, place, race, fence, face, celery</p>	<p><u>Review: Words ending in -ly (adverbs)</u> evenly, fairly, kindly, loudly, slowly, quickly, neatly, nicely, gently, happily, politely, sadly, safely, nearly, slyly, selfishly, rudely, lightly, hungrily, greatly</p>	<p>special, ran, full, town, complete, oh, person, hot, anything, hold</p>	<p>Compare and Contrast 2 stories</p>	<p><u>Adverbs (Review)</u> - Story Structure, <u>parts of a story</u></p>	<p>Introduce addition of "points" to <u>informational writing</u>. Write a paragraph about pumpkins (Title, topic, linking words, facts, points, conclusion.)</p>	<p><b>Engineering Design</b> <b>Core Idea:</b> "Optimizing the Design Solution: Because there is always more than one possible solution to a problem, it is useful to compare and test designs." (K-2-ETS1-3) STEM <u>Challenge:</u> <u>Make a marble ramp steep enough so that the marble will fall into the dish but not bounce out.</u> <u>Test and revise your design.</u></p>	<p>Community (Our Neighborhood and City)</p>	<p>Go Math, Chapter 3: Basic addition and subtraction facts to 20</p>
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<p><b>Week 8</b></p>	<p><u>Silent Letters kn, wr, gn words-</u> knew, know, knee, knock, knot, knob, knit, write, wrap, wrist, wrinkle, wreck, wrong, gnat, gnaw, gnome, gnash</p>	<p><u>Pronouns</u> it, I, you, he, they, we, she, who, them me, him, one, her, us, something, nothing, anything, everything, someone, everyone, anyone</p>	<p>state, list, stood, hundred, ten, fast, felt, kept, notice, can't</p>	<p>-Summarizing (Retell stories)</p>	<p>- <u>Pronouns</u> -Capitalization Rules (<u>Proper Nouns</u>)</p>	<p>Write about tarantulas or other types of nocturnal animals. (Title, topic, linking words, facts, points, conclusion.)</p>	<p><b>Earth's Systems</b> <b>ESS2.C: The Roles of Water in Earth's Surface Processes</b> Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3) Observations with dry ice.</p>	<p>Columbus Day (Oct. 12th)  Continue: Community (Our Neighborhood and City)</p>	<p>Basic addition and subtraction facts to 20</p>
<p><b>Week 9</b></p>	<p><u>-Short Vowel Words with "ea"</u> head, ahead, spread, thread, deaf, bread, breath, health, meant, sweat, threat, feather, weather, ready, wealthy, sweaty</p>	<p><u>Reflexive Pronouns</u> itself, myself, yourself, yourselves, himself, herself, themselves, ourselves,</p>	<p>strong, voice, probably, area, horse, matter, stand, box, start, that's</p>	<p>Context Clues- using pictures to help find meaning</p>	<p>-Reflexive Pronouns</p>	<p>Story Map- (Narrative) <u>Learn how to plan a story with a beginning, middle, climax, and an end.</u> Add details. Write a story together to practice.</p>	<p><b>Engineering Design</b> "Optimizing the Design Solution: Because there is always more than one possible solution to a problem, it is useful to compare and test designs." (K-2-ETS1-3) <u>STEM Challenge: Make a "Punkin' Chunker" Catapult with craft sticks.</u></p>	<p>Community helpers in our city</p>	<p>Basic addition and subtraction facts to 20</p>

<p><b>Week 10</b></p>	<p><u>Final -en &amp; -le (double consonants)</u>          little, puddle, paddle, huddle, battle, apple, bottle, wiggle, giggle, peddle, happen, written, flatten, rotten, kitten, hidden, bitten, gotten, redder</p>	<p><u>Prepositions:</u>          of, in, to, for, with, on, at, from, by, about, as, into, like, through, after, over, between, out, against, during, without, before, under, around, among</p>	<p>class, piece, surface, river, common, stop, am, talk, whether, fine</p>	<p>Using context clues within the text</p>	<p><u>-Prepositions</u>          -Syllable division between double consonants (use final -en &amp; -le words)</p>	<p>Story Map-learn how to plan a story with characters, a setting, a beginning, middle, climax, and an end. Add details. Think about how to choose a good title. Plan and write an Halloween story. Group brainstorm.</p>	<p><b>Engineering Design</b>          The shape and stability of structures of <u>natural</u> and designed objects are related to their function(s). (K-2-ETS1-2)          Activity: Look at shapes and functions of animal teeth and claws (like bat fangs and owl talons.)</p>	<p>Halloween Traditions, Stories, and Staying Safe</p>	<p>Go Math, Chapter 4: 2 Digit Addition</p>
<p><b>Week 11</b></p>	<p><u>Words with dge:</u>          edge, hedge, ledge, wedge, pledge, budge, fudge, judge, nudge, grudge, gadget, smudge, trudge, fridge, badge, badger, ridge, bridge, dodge, fidget</p>	<p><u>Synonyms:</u>          angry, furious, awful, dreadful, bad, dismal, pretty, radiant, brave, bold, cold, frigid, cry, weep, fair, honest, funny, amusing, happy</p>	<p>round, dark, past, ball, girl, road, blue, instead, either, held</p>	<p>Make connections between characters in 2 texts</p>	<p><u>-Synonyms</u>          -Thesaurus (What's if for?)  <u>-Commas in dates</u></p>	<p>Plan and write a Halloween story; use a photo story starter if possible. Brainstorm with the kids. Make a story map with elements listed above.</p>	<p><b>Structure &amp; Properties:</b>  <b>PS1.B:</b>  <b>"Chemical Reactions</b>          Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not."          (2-PS1-4)          Activity: <u>Mad Scientist Day (Halloween themed science experiment rotations)</u></p>	<p>Halloween Traditions, Stories, and Staying Safe</p>	<p>2 Digit Addition</p>

<p><b>Week 12</b></p>	<p><u>Final -le, -el, -al</u> jingle, people, table, eagle, candle, uncle, total, metal, animal, petal, final, oval, mammal, quarrel, level, travel, shovel, camel, barrel</p>	<p><u>Antonyms</u> up, down, smile, frown, fast, slow, high, low, short, long, weak, strong, sick, well, buy, sell, loose, tight, day, night, kind, mean, dirty, clean</p>	<p>already, warn, gone, finally, summer, understand, moon, animals, mind, outside</p>	<p><u>Compare/Contrast</u> 2 texts on same topic</p>	<p><u>-Antonyms</u> -Syllable division rules in words ending in -le, -el, -al. (Take the consonant before the -le with it when dividing. For the rest, divide BEFORE the middle consonant, unless the first syllable is short. "pet/al, to/tal,")</p>	<p><u>Informational Writing:</u> Writing about Veteran's Day. Make a T-chart to help recall facts and ideas. Review all of the elements of informational writing.</p>	<p><b>Engineering Design:</b> The shape and stability of structures of natural and <u>designed objects</u> are related to their function(s). (K-2-ETS1-2) Activity: Look at the construction of ships long ago (like the Mayflower) and today. Compare. STEM: Build a ship that floats using craft sticks and modeling clay.</p>	<p>-Veteran's Day (Nov. 11th) -American symbols/Icons</p>	<p>2 Digit Addition</p>
<p><b>Week 13</b></p>	<p>Holiday Week- Review</p>	<p><u>Homophones:</u> <u>which, witch.</u> here, hear, are, our, by, buy, whether, weather, there, they're, their, to, too, two, your, you're, won, one</p>	<p>power, problem, longer, winter, deep, heavy carefully, follow, beautiful, everyone</p>	<p>Using text features- captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>-Homophones - Review <u>synonyms &amp; antonyms</u></p>	<p>Compare Pilgrims then and us now. Write a topic sentence, three sentences telling how we differed. The pilgrims _____, but we _____. Write a conclusion sentence.</p>	<p><b>Ecosystems: Interactions, Energy, and Dynamics:</b> <b>LS4.D: "Biodiversity and Humans</b> There are many different kinds of living things in any area, and they exist in different places on land and in water." (2-LS4-1) Activity: What animals and plants were</p>	<p>Pilgrims/Native Americans (Now and then)  Our Heritage, Families, and our Family Traditions</p>	<p>Go Math, Chapter 5: 2 Digit Subtraction</p>

							really available to the Pilgrims in the new world?		
<b>BREAK</b>	THANKSGIVING								
<b>Week 14</b>	-Words with <u>Closed Syllables &amp; Double Medial Consonants (for syllable division)</u> : letter, rabbit, supper, sadden, better, soccer, classic, happen, sudden, slipper, bottom, dinner, whopper, Dennis, topper, pollen, written, cotton, rotten, common	Multiple Meaning Words: bark, pool, bat, bowl, foot, file, fly, hard, last, jam, hide, check, club, clip, star, seal, stable, kind, jerk, handle	leave, everything, game, system, bring, watch, shell, dry, within, floor	<a href="#">Asking and answering questions about a story</a>	-Multiple meaning words  Introduce Open and Closed Syllables (Long and Short Vowel Rules for decoding in multisyllabic words) -Dividing Syllables in words with double medial consonants and closed syllables	Compare our own families' Thanksgiving dinners to the pilgrims' first Thanksgiving dinner. Write three comparative sentences. We ate _____ but the pilgrims ate _____.	<b>Engineering Design:</b> The shape The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2) Activity: Look at shape and function of the owl ears, beak, talons, and body. How has it adapted to its environment?	Locate Plymouth Rock and where the Jamestown on the Map, discuss how the climate affected what they had to eat and how they lived.	2 Digit Subtraction



<b>Week 15</b>	-Words with <u>Closed Syllables &amp; Single Medial Consonants (for syllable division):</u> habit, comet, finish, dragon, timid, closet, honest, model, novel, second, tragic, travel, venom, rapid, wagon, planet, credit, digit, topic, salad	<u>Question words:</u> who, what, when, where, why, how, which, whose, whom	ice, ship, themselves, begin, fact, third, quite, carry, distance, although	Compare/Contrast Gingerbread Man versions	-Dividing Syllables in words with single medial consonants and closed syllables - Determine the different points of view of different characters in stories	Plan and write a story about Santa. Choose a title, think of characters, a setting, a beginning, middle, climax, and an ending.	<b>Structure &amp; Properties:</b> <b>PS1.B:</b> <b>"Chemical Reactions</b> Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not." (2-PS1-4) <u>Activity: What does fire need? experiment</u>	<u>Holiday Traditions Around the World</u> Find each place on the map; discuss, compare and contrast holiday traditions against our own.	2 Digit Subtraction
<b>Week 16</b>	Holiday Week- Review	No more words in this column from this point on! Review as needed.	sat, possible, heart, real, simple, snow, rain, suddenly, easy, leaves	-Holiday Themes Review <u>-Inferring</u>	-How to Write a Letter -Commas in a letter (to Santa, etc.)	Plan and write a holiday story about an elf. Choose a title, think of characters, a setting, a beginning, middle, climax, and an ending.	<b>Structure &amp; Properties:</b> <b>PS1.B:</b> <b>"Chemical Reactions</b> Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not." (2-PS1-4) Activity: Experiments with candles and CO2	Continued: <u>Holiday Traditions Around the World</u> Find each place on the map; discuss, compare and contrast holiday traditions against our own.	Go Math, Chapter 6: 3 Digit Addition & Subtraction
<b>BREAK</b>	WINTER								
<b>BREAK</b>	WINTER								

<p><b>Week 17</b></p>	<p><u>Two Syllable Words with Initial Vowels and Open Syllables (for syllable division):</u>  even, agent, evil, idea, only, equal, item, open, apron, acorn, unit, able, ache, acre, April, ego, alien, Egypt, icy</p>	<p>Review as needed.</p>	<p>lay, size, wild, weather, miss, pattern, sky, walked, main, someone</p>	<p><u>-Inferring</u></p>	<p><u>-Possessive / Plural Apostrophes</u>  Syllable Division:  Two Syllable Words with Initial Vowels and Open Syllables</p>	<p><u>Informational Writing:</u>  Write about your New Year's Resolutions. Write a title, a topic sentence, and three comparative sentences.  Example: "Last year, I used to skip my reading sometimes, but this year I am going to read every night."  End with a conclusion sentence.</p>	<p><b>Structure &amp; Properties:</b> :  -A great variety of objects can be built up from a small set of pieces. (2-PS1-3)  - Patterns in the natural and human designed world can be observed. (2-PS1-1)  Activity:  <u>Symmetrical Pattern Block Snowflake</u></p>	<p>Discuss New Year's Resolutions or goals.  Begin study of climates with tundra.  (Includes deserts, coasts, mountains, valleys, forest, and tundra.)</p>	<p>Week of Review:  3 Digit Addition &amp; Subtraction</p>
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<p><b>Week 18</b></p>	<p><u>Two Syllable Words with Initial Consonants and Open Syllables (for syllable division):</u>  shiny, music, lady, shady, moment, paper, bagel, bacon, tidy, pony, timer, final, basic, fever, lady, cider, baby, depot, human, table</p>	<p>Review as needed.</p>	<p>center, field, stay, itself, boat, question, wide, least, time, hour</p>	<p>- Visualizing while reading</p>	<p><u>-Fact VS Opinion</u>  - Syllable Division: two syllable words with open syllables</p>	<p>Introduce <u>Opinion Writing</u>:  Elements of opinion paragraph: Title, topic sentence, opinions, reasons or points to support the opinion, and a conclusion sentence that restates the opinion in a different way. Write Opinions about Martin Luther King, Jr. Make a T-chart of facts and a T-chart of opinions. Discuss how this is opinion writing, and so we cannot include facts.</p>	<p><b>PS1.A: Structure and Properties of Matter</b>  Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)  Experiments with salt and ice.  Analyze observable qualities of properties.</p>	<p>MLK day (Jan 18th)  Read about Martin Luther King, Jr. and the Civil Rights Movement   Continue Climates Unit, focusing on mountains and forests.</p>	<p>3 Digit Addition &amp; Subtraction</p>
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<p><b>Week 19</b></p>	<p><u>Two Syllable Words with Initial Consonants Blends and Open Syllables (for syllable division):</u>          gravy, grinder, broken, crazy, bridal, blaming, framer, pricey, placing, spicy, Steven, blindly, scaly, slicing, blinder, climate, childish, story, skater, trading</p>	<p>Review as needed.</p>	<p>happened, foot, care, low, else, gold, build, glass, rock, tall</p>	<p>Determining Importance: main idea vs. details</p>	<p>-Practice finding reasons and points for opinions          -Syllable division: two syllable words with open syllables and beginning with consonant blends           -What's a prefix, suffix, base word/root word?</p>	<p><u>Opinion paragraph:</u>          Review parts of opinion paragraph.          Review facts vs. opinions.          Write opinion paragraph about living in the desert.          Make a T-chart to help generate ideas.</p>	<p><b>Structure and Properties of Matter:</b>  <b>PS1.A:</b>          Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)           Experiments with salt crystals.</p>	<p>Continue Climates Unit, focusing on deserts.</p>	<p>3 Digit Addition &amp; Subtraction</p>
<p><b>Week 20</b></p>	<p><u>Prefixes non, un, dis, in:</u>          nonliving, nonsense, nonsmoking, nontoxic, nonverbal, uncertain, unaware, unafraid, unattached, unmoved, disappear, disable, dislike, disagree, disapprove, incorrect, incomplete, inactive, indirect, insincere</p>	<p>Review as needed.</p>	<p>alone, bottom, check, reading, fall, poor, map, friend, language, job</p>	<p><u>Making text to self connections</u></p>	<p>-Meanings of Prefixes: non, un, dis, in;          -Meanings of prefixes          -Intro to reading multisyllabic words          -Split off prefixes when dividing syllables</p>	<p>Opinion paragraph:          Review parts of opinion paragraph.          Review facts vs. opinions.          Write opinion paragraph about living in the valley. Kids make their own T-charts to help generate ideas.</p>	<p><b>Materials and Systems:</b>  <b>ESS2.A:</b>          Wind and water can change the shape of the land. (2-ESS2-1)  <b>Stability and Change</b>          Things may change slowly or rapidly.          Erosion          Experiments: Compare structures that slow/prevent water or wind damage</p>	<p>Continue Climates Unit, focusing valleys.</p>	<p>Go Math, Chapter 7: Money &amp; Time (Continue practicing and reviewing mixed 2 &amp; 3 digit addition &amp; subtraction as time permits.)</p>

<p><b>Week 21</b></p>	<p><u>Prefixes re, pre, sub, mis:</u> preschool, preheat, prejudice, prepay, pretest, submarine, subway, subheading, submerge, subfreezing, retell, reuse, resend, restart, replace</p>	<p>Review as needed.</p>	<p>music, buy, window, mark, heat, grew, listen, ask, single, clear</p>	<p>Reread to clarify</p>	<p>- Meanings of Prefixes re, pre, sub, mis: -Split off prefixes when dividing syllables</p>	<p><u>Informational Writing:</u> Review all of the elements of informational writing. Write about Lincoln. Make a T-chart to help recall facts and ideas. Have kids give their opinions of Lincoln in the conclusion sentence.</p>	<p><b>Earth's Systems:</b> Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2) Map Skills activities. Find where winter animals live on a map or atlas.</p>	<p>Lincoln Continue Climates Unit, focusing coasts.</p>	<p>Chapter 7: Money &amp; Time</p>
<p><b>Week 22</b></p>	<p><u>Prefixes im, ir, il, de, under:</u> impossible, impatient, impolite, immobile, imperfect, irreplaceable, irresponsible, irresistible, irrational, irregular, illegible, illogical, illiterate, dehydrate, descend, deflate, decrease, underfed, underwater, underwear</p>	<p>Review as needed.</p>	<p>energy, week, explain, lost, spring, travel, wrote, farm, circle, whose</p>	<p>Self-monitoring comprehension</p>	<p>Writing a letter -Commas in a letter -Meanings of prefixes im, ir, il, de, under -Split off prefixes when dividing syllables</p>	<p>Review parts of a friendly letter. Write a letter to someone you love, (a relative, friend, etc.)</p>	<p><b>Earth's Systems:</b> Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2) Map Skills activities. Find where Lincoln and Washington lived on a map and where the water was in relation to their homes.</p>	<p>-Washington -Valentine's Day</p>	<p>Chapter 7: Money &amp; Time</p>

<p><b>Week 23</b></p>	<p><u>Suffixes ly, less, able, ness:</u> lovely, neatly, perfectly, clearly, badly, endless, fearless, sleepless, tireless, friendless, taxable, payable, portable, comfortable, flammable, kindness, sadness, goodness, wilderness, happiness</p>	<p>Review as needed.</p>	<p>correct, bed, measure, straight, base, mountain, caught, hair, bird, wood</p>	<p>-Previewing the text to help establish a context before reading</p>	<p>-Plural Nouns -Meanings of Suffixes- ly, less, able, ness - Splitting off suffixes when dividing syllables</p>	<p><u>Informational Writing:</u> Review all of the elements of informational writing. Write about Washington. Make a T-chart to help recall facts and ideas. Have kids give their opinions of Washington in the conclusion sentence.</p>	<p><b>ESS1.C: The History of Planet Earth</b> Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1) Use a timeline to figure out how long ago the Ice Age was compared to when Lincoln and Washington lived.</p>	<p>-President's Day -American Symbols/icons review</p>	<p>Spend a week reviewing two and three digit mixed addition &amp; subtraction with and without regrouping to keep skills fresh.</p>
<p><b>Week 24</b></p>	<p><u>Suffixes -tion, -ful, -ty, -ic:</u> action, invitation, celebration, addition, attention, careful, fearful, harmful, joyful, powerful, painful, safety, thirsty, necessity, cruelty, equity, comic, magic, athletic, dramatic</p>	<p>Review as needed.</p>	<p>color, war, fly, yourself, seen, thus, square, moment, teacher, happy</p>	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Multi-syllabic words -Meanings of Suffixes- tion, ful, ty, ic - Splitting off suffixes when dividing syllables</p>	<p><u>Informational Writing:</u> Write a paragraph explaining what needs and wants are. Write a title, a topic sentence, and three comparative sentences. Example: "Needs are things we cannot live without such as food and water, but wants are things that can keep on living without." End with a conclusion</p>	<p><b>Interdependent Relationships in Ecosystems: LS2.A:</b></p> <ul style="list-style-type: none"> <li>▪ Plants depend on water and light to grow. (2-LS2-1)</li> <li>▪ Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)</li> </ul> <p>Experiment: Investigation of plant needs</p>	<p>Needs vs. Wants</p>	<p>Chapter 8: Measurement in Customary Units</p>

						sentence.			
<b>Week 25</b>	<u>Suffixes -</u> <u>ous, ment, -ive,</u> <u>-al:</u> payment, placement, punishment, agreement, amusement, joyous, nervous, numerous, miraculous, famous, active, destructive, passive, restive, cursive, dental, vocal, central, magical, global	Review as needed.	bright, sent, present, plan, rather, length, speed, machine, information, except	Review (Use strategies as it makes sense to use them in stories.)	-Meanings of Suffixes-ous, ment, ive, al - Splitting off suffixes when dividing syllables	Write a rhyming poem. (Start by replacing the rhyming words only.) Introduce the parts of a poem. Label the parts of the poem that they wrote.	<b>Interdependent Relationships in Ecosystems-LS2.A:</b> Scientific Investigation/ observation and experimentation- continue plant experiments. Investigate how seeds are dispersed and how pollination happens.	Review study of community and continue with county. Locate on map.	Chapter 8: Measurement in Customary Units

<b>Week 26</b>	<u>Final -ual, -uel</u> manual, dual, actual, factual, usual, gradual, virtual, visual, equal, annual, mutual, bilingual, unusual, casual, unequal, cruel, duel, fuel, gruel, prequel, sequel	Review as needed.	figure, you're, free, fell, suppose, natural, ocean, government, baby, grass	Review	<u>-Informational Text</u> Features -Dictionary Skills -Meanings of Suffixes -ual, uel	<u>Informational Writing:</u> Biographies- Introduce what biographies are, read one aloud, take notes together, write one together.	<b>Earth's Systems</b> ESS2.B: Plate Tectonics and Large-Scale System Interactions- Study of Earthquakes	Review study of community and continue with state. Locate on map.	Spend a week reviewing two and three digit mixed addition & subtraction with and without regrouping to keep skills fresh.
<b>Week 27</b>	Suffix -able words: considerable, variable, reasonable, suitable, valuable, flammable, acceptable, comfortable, available, reliable, notable, adorable, remarkable, advisable, believable, changeable, durable, irritable, perishable, justifiable	Review as needed.	plane, street, couldn't, reason, difference, maybe, history, mouth, middle, step	Review	-Plural Collective Nouns, -Identify the main topic of a multi- paragraph text (and specific paragraphs within text) -Meanings of Suffixes- able	<u>Opinion writing</u> about leprechauns- real or imaginary?	<b>Earth's Systems</b> ESS2.B: Plate Tectonics and Large-Scale System Interactions- Study of Volcanoes	St. Patrick's Day	Chapter 9: Measurement in Metric Units



<b>Week 28</b>	Suffix -ible words: accessible, admissible, collapsible, compatible, convertible, credible, defensible, destructible, digestible, divisible, indestructible, forcible, gullible, incredible, invincible, permissible, possible, responsible, reversible, credible	Review as needed.	step, child, strange, wish, soil, human, trip, woman, eye, milk, choose	Review	-Irregular Plurals -Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  -Meanings of Suffixes-ible	<a href="#">Begin writing own biography</a> lap book.	<b>Biological Evolution: Unity and Diversity</b> <b>LS2.A: Interdependen t Relationships in Ecosystems:</b>  Make observations about habitats.	Review study of community and continue with country. Locate on map.	Chapter 9: Measurement in Metric Units
<b>Week 29</b>	Suffix -sion words: division, possession, television, discussion, extension, version, vision, confession, expression, expansion, occasion, conclusion, session, impression, permission, suspension, confusion, decision, mission, explosion	Review as needed.	north, seven, famous, late, pay, sleep, iron, trouble, store, beside	Review	Cause and Effect  -Meanings of Suffixes- sion	Complete Biography lapbook, edit.	<b>Earth's Systems</b> ESS2.C: The Roles of Water in Earth's Surface Processes. Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3) Develop model to shape land/ bodies of water	Review study of community and continue with continents. Locate on map.	Spend a week reviewing two and three digit mixed addition & subtraction with and without regrouping to keep skills fresh.
<b>BREAK</b>	SPRING								
<b>Week 30</b>	Suffix -tion words		oil, modern, fun, catch, business, reach, lot, won't, case, speak	Review	Author's Point of View		<b>Matter and its Interactions-</b> A great variety of objects can be built up from a small set of		Chapter 10; Data & Graphing

							pieces. (2-PS1-3) Create/Deconstruct to make new objects		
<b>Week 31</b>	Suffix -tial words	Review as needed.	Review	Review	-Dialogue (Rules of quotation marks)	Begin Fairy Tale Unit. Introduce genre, read examples. Write one together.	Earth Day (April 22nd) -Recycling (properties of matter review)	Review study of community and continue with earth. Locate within solar system.	Chapter 10: Data & Graphing
<b>Week 32</b>	Suffix -ture words	Review as needed.	Review	Review	Past tense irregular verbs	Write a fairy tale. Must contain all components of genre. <a href="#">Begin lapbook.</a>	Rainforest habitat and animals	Review community unit.	Spend a week reviewing two and three digit mixed addition & subtraction with and without regrouping to keep skills fresh.
<b>Week 33</b>	Suffix -eous words	Review as needed.	Review	Review	-Finding Authors purpose, Dictionary Skills	Continue working on <a href="#">lapbook.</a>	Genius Hour- Extra study on the topic of your choice.	Goods and Services- what are they?	Chapter 11: Geometry & Fractions
<b>Week 34</b>	Suffix -tious words	Review as needed.	Review	Review	Dictionary Skills	Finish lap book.	Genius Hour- Extra study on the topic of your choice.	Review	Chapter 11: Geometry & Fractions
<b>Week 35</b>	Suffix -cious words	Review as needed.	Review	Review	Dictionary Skills	Review and write.	Genius Hour- Extra study on the topic of your choice.	Review	Chapter 11: Geometry & Fractions

<b>Week 36</b>	Review multisyllabic words	Review as needed.	Review	Review	Atlas and Maps	Review and write.	Open House May 26th	Review	Spend a week reviewing two and three digit mixed addition & subtraction with and without regrouping to keep skills fresh.
<b>Week 37</b>	Review multisyllabic words	Review as needed.	Review	Review	Review	Review and write.	Summer season & weather	Review	Review
<b>Week 38</b>	Review multisyllabic words	Review as needed.	Review	Review	Review	Review and write.	Review	Review	Review