



2020-2021 Elementary Curriculum Planning Map
2nd Grade
Theme: The Street Beneath My Feet

	September	October	November	December	January	February	March	April	May	June
Reading: Lucy Calkins Reading strategies will be reinforced in small reading groups, and class texts will be chosen to integrate our units of study in science and social studies.	Reading Growth Spurt We will be adding to our reading strategy toolkit, building stamina, and reading with fluency and expression.	Reading Growth Spurt We will be sharpening our decoding skills when reading unfamiliar words and exploring author's purpose.	Becoming Experts Second grade readers shift from 'learning to read' to 'reading to learn'. We will learn how to use reading as a tool to learn about topics of interest by exploring nonfiction texts.	Becoming Experts Our knowledge of nonfiction text features will empower us to conduct research.	Reading Longer Texts We will be picking up speed and taking on longer books, while remembering to keep tabs on fluency and comprehension.	Reading Longer Texts We will be diving into understanding literary language and meeting the challenges of longer books.	Reading Longer Texts Strong readers set goals to keep growing. We will set reading goals and make plans to reach them.	Series Books We will become experts on characters in our favorite series books.	Series Books We will continue reading series books and begin to understand author's craft.	Series Books We will be sharing our opinions about what we read and writing book reviews to help other second graders learn about our favorite series.
Assessment	ESGI Sight Word Assessment	ESGI Progress Monitoring	ESGI Progress Monitoring	ESGI Progress Monitoring	Fountas and Pinnell Reading Assessment	ESGI Progress Monitoring	ESGI Progress Monitoring	ESGI Progress Monitoring	ESGI Progress Monitoring	Fountas and Pinnell Reading Assessment
Writing: Lucy Calkins	Filling our Writing Toolbox We will be stretching our writing muscles and revisiting strategies from first grade. We will review the basics, such as spelling strategies, capitals, and punctuation, and practice our skills with integrated writing projects.	Narrative Writing We will be launching writer's workshop and learning from master authors to improve our writing using mentor texts.	Narrative Writing We will learn how to choose our own mentor texts to inspire great writing. We will continue sharing our ideas though our narrative stories, and explore using quotations to add dialogue.	Informational Writing Just like we can read to learn new information, we can use our writing to teach others about what we know.	Informational Writing We will continue building on our nonfiction writing skills and create information books.	Opinion Writing We will be learning how to share our opinion with others, and write both friendly and persuasive letters.	Opinion Writing Convincing writers support their opinions with evidence. We will learn how to craft strong persuasive writing. We will learn how to use quotations to support ideas using quotations from other authors.	Poetry Writing We will become poets and learn how to show creativity in our writing.	Poetry Writing Poetry comes in many forms. We will explore and experiment with different styles.	Celebration of Writing We will use all of the skills in our writing tool kit to share our science knowledge using various types of writing. Our year as writers will culminate in publishing and binding our own books.
Assessment	Formative Assessment	End of Unit Assessment	Formative Assessment	End of Unit Assessment	Formative Assessment	Formative Assessment	End of Unit Assessment	Formative Assessment	Formative Assessment	End of Unit Assessment
Phonics: Lucy Calkins Word Study: Words their Way	Phonics Review We will review first grade phonics concepts to set us up for success. We will use practice blends, digraphs, and long vowels with our phonics charts, and practice handwriting lessons which integrate phonics rules.	Phonics Unit 1: Review of blends, digraphs, and silent e. Introduction of vowel teams and r-controlled vowels. Word Study: Introduction to word sort procedures. Students will practice with a developmentally appropriate list as determined by Primary Spelling Inventory.	Phonics Unit 1: We will explore spelling patterns of /er/ sound, punctuation, capitalization, homophones, and rhyming words. Word Study: Students will practice developmentally appropriate spelling patterns with their reading small groups, and independently as a reading job.	Phonics Unit 2: We will explore strategies for breaking apart big words, how double letters signal a short vowel sound, and the hard and soft sounds of c and g. Word Study: Students will practice developmentally appropriate spelling patterns with their reading small groups, and independently as a reading job.	Phonics Unit 2: We will explore word endings such as -ing, past tense and plural endings, and -tion. Word Study: Students will practice developmentally appropriate spelling patterns with their reading small groups, and independently as a reading job.	Phonics Unit 3: We will explore how to break words into syllables, and check the vowels in each syllable. We will tune in to the spelling patterns of long vowels. Word Study: Students will practice developmentally appropriate spelling patterns with their reading small groups, and independently as a reading job.	Phonics Unit 3: We will explore how to decompose and construct words to focus on their spelling patterns. We can spell tricky words by 'chunking' up the sounds. Word Study: Students will practice developmentally appropriate spelling patterns with their reading small groups, and independently as a reading job.	Phonics Unit 4: We will become 'word collectors' and look for phonics patterns we have learned in the texts we read. We will use our phonics knowledge in our writing. Word Study: Students will practice developmentally appropriate spelling patterns with their reading small groups, and independently as a reading job.	Phonics Unit 4: We will become 'word collectors' and look for phonics patterns we have learned in the texts we read. We will use our phonics knowledge in our writing. Word Study: Students will practice developmentally appropriate spelling patterns with their reading small groups, and independently as a reading job.	Phonics Unit 4: We will become 'word collectors' and look for phonics patterns we have learned in the texts we read. We will use our phonics knowledge in our writing. Word Study: Students will practice developmentally appropriate spelling patterns with their reading small groups, and independently as a reading job.
Assessment	Words Their Way Primary Spelling Inventory	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment
Math: Dimensions	Unit 1: Numbers 1-1,000 We will review numbers 1-100 and expand our thinking to understand the pattern of larger numbers.	Unit 2: Addition & Subtraction We will strengthen our fact fluency, use manipulatives to visualize concepts, and explore strategies to add and subtract mentally.	Unit 3: Addition & Subtraction We will learn how to add and subtract 2-digit and 3-digit number which require regrouping in order to solve.	Units 4 & 5: Length and Weight We will integrate math into our science exploration of solids, construction, and engineering. We will learn to measure solids accurately to build sturdy structures.	Unit 6: Multiplication & Division We will begin to explore concept of multiplication and division using hand on materials. Unit 7: Multiplication of 2, 5, & 10 Multiplication of 2, 5, & 10 We will build fluency with our beginning multiplication facts, and use familiar strategies such as skip counting and thinking around doubles to bridge the gap between addition and multiplication.	Unit 8: Mental Computation We will focus in on our mental math strategies to be able to solve problems quickly.	Unit 9: Multiplication & Division of 3 & 4 We will build on our understanding of multiplication and division, exploring fact families of 3 and 4.	Unit 10: Money We will learn how to identify, add, and subtract money, and explore how money and banks work within our community.	Unit 11: Fractions We will begin to explore fractions and sharing using a variety of hands on materials. We will link our understanding of parts of a whole to our previous unit study of money. Unit 12: Time We will learn how to read time on analogue and digital clocks, and learn time terminology as it relates to fractions (half past, quarter til, etc.)	Unit 13: Capacity We will explore how to measure capacity using solids and liquids.
Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment
Science & Social Studies We will use the book "The Street beneath our Feet" by Charlotte Guillain as a catalyst to understanding our world. We will go on a journey to the center of the Earth and back again, stopping along the way to learn about what's in the ground.	Science: Insects We will investigate insect life cycles by raising mealworms. We will record our learning about habitats, insect body parts, and life cycles in our science journals. We will end the unit by creating insect reports. Social Studies: Mapping Skills We will start to notice "The Street Beneath our Feet" by asking questions about what is in the ground, and learning how to draw and read simple maps. We will learn how to map our school and surrounding community.	Science: Liquids and Gases We will investigate how matter changes state between liquids and gases by conducting water experiments, and learning about the water cycle. Social Studies: Utilities We will explore the importance of utilities such as water, electricity, and internet to help a community thrive. We will explore how these resources travel to our homes.	Science: Archaeology As we "dig deeper" into the ground, we will discover what bones bones and artifacts can teach scientists about the past. We will learn what archeologists do and why it is important. Social Studies: Native American History We will explore the history of Native Americans, and use artifacts and primary sources to learn about how indigenous people lived.	Science: Solids and Construction We will investigate solids and conduct experiments and engineering challenges. We will explore how structures are built with solids, both above and below ground. Social Studies: Transportation We will investigate how people move around using different methods of transportation both above and below ground.	Science: Geology We will become geologists, and conduct experiments with pebbles, sand, and silt. We will discover how to classify rocks, and investigate the rock cycle. Social Studies: Renewable and Non-renewable Energy We will explore different sources of energy from fossil fuels such as oil and coal, as well as renewable sources from water, wind, and sunlight. We will begin to explore the question: "What is our responsibility to the Earth?"	Science: Layers of the Earth We will investigate Earth's layers, and begin to understand our place in space. We will conduct experiments to learn about the different layers, as well as natural phenomenon such as earthquakes and volcanoes.	Science: Earth's Crust We will bring our focus to Earth's crust, and compare and contrast water and land. We will identify geographic feature such as bodies of water and landforms. Social Studies: World Geography We will identify oceans, continents, and countries, and learn their names. We will use a globe and world maps to discover the geography of our Earth.	Social Studies: Countries and Cultures around the World We will explore cultural diversity around the world by conducting research about different countries and their citizens. We will compare and contrast stories such as fairytales and folktales as they are told in different places.	Science: Insects, Plants, and Soil Back in the soil, we will come back to our study of insects, this time with an emphasis on insect communities, and how they are connected to plants, and each other. We will explore pollination and seed dispersal, as well as the social structure of beehives and ant colonies.	Science and Social Studies: Communities We will continue to explore insect communities and build connections to understand the roles and functions of human communities.
Assessment	Project-Based Assessment	Project-Based Assessment	Project-Based Assessment	Project-Based Assessment	Project-Based Assessment	Project-Based Assessment	Project-Based Assessment	Project-Based Assessment	Project-Based Assessment	Project-Based Assessment

Note: Curriculum map may change throughout the year.

Note: Many skills continue to be practiced throughout the year but are only written the first time they appear.