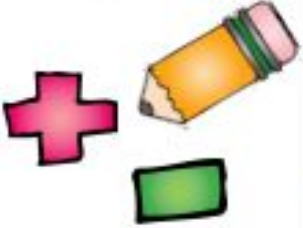










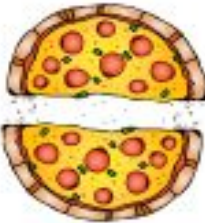


My 2nd Grade Goals- Math

 <p>I can solve addition and subtraction story problems within 100!</p>	 <p>I can mentally add and subtract within 20!</p>	<table border="1" data-bbox="828 336 1112 535"> <thead> <tr> <th>odd</th> <th>even</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> </tr> </tbody> </table> <p>I can identify odd and even numbers!</p>	odd	even	1	2	3	4	5	6	 <p>$3 + 3 + 3 + 3 = 12$</p> <p>I can write an equation to match an array!</p>
odd	even										
1	2										
3	4										
5	6										
 <p>I can count to 1000 by 5s, 10s and 100s!</p>	<p>$537 = 500 + 30 + 7$</p> <p>I can read and write numbers to 1000 using numbers, number names and expanded form!</p>	<p>$325 < 539$</p> <p>I can compare three digit numbers!</p>	<p>$27 + 33 + 41 = ?$</p> <p>$7 + 3 + 1 = 11$</p> <p>$20 + 30 + 40 + 11 = ?$</p> <p>I can add two-digit numbers based on place value!</p>								
<p>$245 + 372$</p>  <p>I can add and subtract within 1000 using models, drawings or addition and subtraction strategies!</p>	 <p>I can mentally add and subtract 10 or 100 to a number!</p>	 <p>I can tell time to the nearest five minutes!</p>	 <p>I can measure and compare objects!</p>								
 <p>I can solve money word problems!</p>	 <p>I can read and interpret graphs!</p>	 <p>I can identify, recognize and draw shapes!</p>	 <p>I can identify $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of shapes!</p>								

My 2nd Grade Goals-ELA

 <p>height</p> <p>I can read long and short vowel sounds!</p>	 <p>spi*der</p> <p>I can read multi-syllable words</p>	 <p>unzip</p> <p>I can read words with common prefixes and suffixes!</p>	<p>would</p>  <p>made</p> <p>I can read and write all my sight words!</p>
 <p>I can read with fluency!</p>	<p>Who? When? Where? What? Why?</p> <p>I can ask and answer questions about a text!</p>	 <p>I can identify the main idea of a nonfiction text!</p>	 <p>I can compare and contrast two nonfiction texts!</p>
 <p>I can retell stories!</p>	 <p>I can understand the characters, setting and plot in a story!</p>	 <p>I can write an opinion piece!</p>	 <p>I can write a detailed narrative!</p>
<p>Did your friend go to New York?</p>  <p>I can write using correct capitalization, punctuation and spelling!</p>	 <p>unicycle</p>  <p>unicorn</p> <p>I can use prefixes to determine the meaning of new words!</p>	 <p>water+fall= waterfall</p> <p>I can understand the meaning of compound words!</p>	 <p>I can use a dictionary to determine the meaning of a word.</p>

High Frequency words/Sight words

My Sight Words

2nd Grade List


always	fast	or	us
around	first	pull	use
because	find	read	very
been	five	right	wash
before	found	sing	which
best	gave	sit	why
both	goes	sleep	wish
buy	green	tell	work
call	its	their	would
cold	made	these	write
does	many	those	your
don't	off	upon	

Highlight the words as you master them.

The writing Process

Steps of the WRITING PROCESS

What is the writing process?
The writing process is the steps that writers follow from the beginning to the end of creating a piece of writing.



- 1. PREWRITE**
 - Choose a topic.
 - Set a purpose.
 - Collect facts.
 - Brainstorm and organize ideas.
- 2. DRAFT**
 - Create a rough draft that will later be improved on.
 - Organize your ideas into sentences and paragraphs.
- 3. REVISE**
 - Review and improve your draft.
 - Make any changes or additions in word choice, organization, and descriptive details.
- 4. EDIT**
 - Make any corrections needed in spelling and grammar.
 - Reread each sentence to make sure they all make sense.
- 5. PUBLISH**
 - Write a final copy of your corrected writing.
 - Get ready to share your writing with your readers.

Editing Checklist



- I used my best handwriting.
- I started every sentence with a capital letter.
- My sentences end with a special mark. (. ? !)
- I put spaces between each word.
- I checked my spelling, and circled words I am not sure about.
- My writing makes sense.
- I used some "wow" words.

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Writing Process Rubric

	4	3	2	1
Prewriting	Student completed all components of the brainstorming and planning part of the writing process with attention to detail.	Student completed all components of the brainstorming and planning part of the writing process with little attention to detail.	Student completed some of components of the brainstorming and planning part of the writing process with some attention to detail.	Student did not complete components of the brainstorming and planning part of the writing process.
Drafting	Student completed a well written rough draft that reflected what was completed in the prewriting stage.	Students rough draft was completed, only parts of the draft reflected what was completed in the prewriting stage.	Student's rough draft was incomplete/ did not reflect what was completed in the prewriting stage.	Student did not complete a rough draft/draft was not turned in.
Editing/Revising	Student edited for all components, changes are visible on rough draft and reflected on final draft.	Student edited for most components, changes are visible on rough draft and reflected on final draft.	Student edited for a few components, some changes are visible on rough draft and reflected on final draft.	Student did not edit or revise changes are not visible on rough draft or reflected on final draft.
Publishing	Student's final draft reflects the edits made in the editing/revising stage. Final Copy includes title and is neatly typed/written.	Student's final draft reflect some of the edits made in the editing/revising stage. Final Copy includes title and is neatly typed/written.	Student's final draft does not reflect the edits made in the editing/revising stage. Final Copy includes title and is neatly typed/written.	Student's final draft has many editing/revising mistakes. Final may or may not include title and is messy.



Grade 2

Mystery Science recommends teaching the Mysteries within each unit in the order they are presented. The units themselves can be taught in any order. The core Mystery (exploration & activity) is designed to take an hour per week. Extensions can expand upon each lesson.

	Animal Adventures (3-6 weeks)	Plant Adventures (5-10 weeks)	Work of Water (4-8 weeks)	Material Magic (5-10 weeks)
Week 1	Mystery 1: How many different kinds of animals are there? (2-LS4-1)	Mystery 1: How did a tree travel halfway around the world? (2-LS2-2)	Mystery 1: If you floated down a river, where would you end up? (2-ESS2-2 and 2-ESS2-3)	Mystery 1: Why do we wear clothes (2-PS1-1, 2-PS1-2, K-2-ETS1-2, and K-2-ETS1-3)
Week 2	Mystery 2: Why do frogs say "ribbit"? (2-LS4-1)	Mystery 2: Do plants eat dirt? (2-LS2-1 and 2-LS4-1)	Mystery 2: Why is there sand at the beach? (2-ESS2-2)	Mystery 2: Can you really fry an egg on a hot sidewalk? (2-PS1-1 and 2-PS1-2)
Week 3	Mystery 3: How could you get more birds to visit a bird feeder? (2-LS4-1, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3)	Mystery 3: Why do trees grow so tall? (2-LS2-1)	Mystery 3: What's strong enough to make a canyon? (2-ESS1-1, 2-ESS2-1 and 2-ESS2-2)	Mystery 3: Why are so many toys made out of plastic? (2-PS1-1, 2-PS1-2 and 2-PS1-4)
Week 4		Mystery 4: Should you water a cactus? (2-LS2-1 and 2-LS4-1)	Mystery 4: How can you stop a landslide? (2-ESS2-1, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3)	Mystery 4: What materials might be invented in the future? (2-PS1-1, 2-PS1-2, K-2-ETS1-2, K-2-ETS1-3)
Week 5		Mystery 5: Where do plants grow best? (2-LS2-1 and 2-LS4-1)		Mystery 5: Could you build a house out of paper? (2-PS1-1, 2-PS1-3, K-2-ETS1-2, K-2-ETS1-3)

Lesson Extensions. Extensions are available for each Mystery and offer an opportunity for students to continue their science content learning. They include assessments and a curated collection of additional activity suggestions, online resources, project ideas, and readings.

More Science each week	Longer Science units	Cross Curricular Integration
Use items from the Extensions if you have more time.	Add a week after each Mystery to teach items from the Extensions.	If you want to extend the Mystery during literacy time, use reading and writing Extensions.

<https://mysteryscience.com/docs/ngss>

MYSTERY
science

Social Studies Learning Goals

2nd Grade Social Studies	
Constitutional Democracy	Government Systems
<ul style="list-style-type: none"><input type="checkbox"/> I can explain and give examples of how laws and rules are made and changed within the community. (2.PC.1.B)<input type="checkbox"/> I can examine how individual rights are protected within a community. (2.PC.1.C)<input type="checkbox"/> I can analyze how being an active and informed citizen makes a difference in your community. (2.PC.1.D.a)<input type="checkbox"/> I can list the consequences of citizens not actively participating in their communities. (2.PC.1.D.b)<input type="checkbox"/> I can describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation. (2.PC.1.E)<input type="checkbox"/> I can describe the importance of the Pledge of Allegiance. (2.PC.1.F.a)<input type="checkbox"/> I can recognize and explain the significance of the following symbols including the White House, U.S. Capitol, and the Supreme Court and national landmarks, such as Mount Rushmore, national parks, the Alamo, important memorials, etc. (2.PC.1.F.b)	<ul style="list-style-type: none"><input type="checkbox"/> I can distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making. (2.GS.2.C)<input type="checkbox"/> I can identify and explain the functions of the three branches of government. (2.GS.2.D)
Continuity & Change in Missouri & US History	
	<ul style="list-style-type: none"><input type="checkbox"/> I can compare the culture and people in our community across multiple time periods. (2.H.3.A)<input type="checkbox"/> I can compare and contrast the changing habitats, resources, art and daily lives of native American people in regions of the U.S. (2.H.3.B)<input type="checkbox"/> I can describe the contributions of inventors or pioneers in their field who influenced progress in the nation (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.). (2.H.3.C)

2nd Grade Social Studies	
Economic Concepts & Principles	Geography
<ul style="list-style-type: none"><input type="checkbox"/> I can describe consumption and production and the relationship to goods and services within your region. (2.E.4.A.a)<input type="checkbox"/> I can demonstrate how people use money to buy and sell goods and services. (2.E.4.A.b)<input type="checkbox"/> I can demonstrate how people barter to exchange goods and services. (2.E.4.A.c)<input type="checkbox"/> I can explain the relationship of income, labor and wages. (2.E.4.A.d)<input type="checkbox"/> I can conduct a personal cost-benefit analysis. (2.E.4.B)	<ul style="list-style-type: none"><input type="checkbox"/> I can name and locate regions of the world. (2.EG.5.B.b)<input type="checkbox"/> I can identify and describe physical characteristics of the world. (2.EG.5.C.a)<input type="checkbox"/> I can identify and describe physical characteristics of the student's region in Missouri. (2.EG.5.C.b)<input type="checkbox"/> I can describe human characteristics of the student's region in Missouri. (2.EG.5.C.c)<input type="checkbox"/> I can describe different types of communication and transportation and identify their advantages and disadvantages. (2.EG.5.E.a)<input type="checkbox"/> I can describe how transportation and communication systems have facilitated the movement of people, products, and ideas. (2.EG.5.E.b)<input type="checkbox"/> I can define the concept of regions as places which have unifying political, physical, or cultural characteristics. (2.EG.5.F.a)<input type="checkbox"/> I can identify examples of different regions in Missouri (2.EG.5.F.b)
Geography	
<ul style="list-style-type: none"><input type="checkbox"/> I can read and construct maps with title and key. (2.EG.5.A.a)<input type="checkbox"/> I can identify the properties and use of different types of maps for a variety of purposes. (2.EG.5.A.b)<input type="checkbox"/> I can name and locate the regions in your community. (2.EG.5.B.a)	