
Montana 2 Science

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Montana
Grade	2 (Elementary)
Subject	Science
Course category	Core
Standards family	Science
Framework	Montana Science Content Standards (2016), codified at ARM 10.53 subchapter 8
Issuing agency	Montana Office of Public Instruction
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Taking Things Apart

Unit 3: Building, Rebuilding and Changing · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is this structure made of?
Standards	Taking Apart and Building Something New -> ARM 10.53.805(1)(c) Montana Science Content Standards / Physical Science — make observations to construct an evidence-based claim of how an object made of a small set of pieces can be disassembled and made into a new object
Learning target	"I can take a structure apart and describe its pieces."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will demonstrate how structures made from a small set of pieces can be disassembled.
- Students will record the pieces a structure is made from.

Success criteria (student-friendly)

- "I take it apart carefully."
- "I name the pieces."
- "I record how many of each."

Academic vocabulary

structure, piece, disassemble, part, record

Materials and technology

- Construction bricks or linking pieces
- Trays
- Recording sheets
- Chart paper
- Small assembled models

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Observation: child disassembles a structure and inventories its pieces.

Family communication

Ask your child what pieces their structure was made from.

Day 41 — What a Structure Is

Week 9, Day 1 • Unit 3 • Standards: ARM 10.53.805(1)(c)

Focus	Defining structure.
Learning target	"I can take a structure apart and describe its pieces."
Vocabulary in use	structure, piece, disassemble
Local date	_____

Learning sequence

Connect: things we build. Teach: pieces joined for a purpose. Try: examining models. Apply: children describe. Reflect: definition charted.

Check for understanding

Student describes a structure as joined pieces.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Taking a Structure Apart

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.805(1)(c)

Focus	Disassembly.
Learning target	"I can take a structure apart and describe its pieces."
Vocabulary in use	structure, piece, disassemble
Local date	_____

Learning sequence

Connect: structures. Teach: careful disassembly. Try: guided practice. Apply: children disassemble. Reflect: pieces kept together.

Check for understanding

Student disassembles a structure without losing pieces.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Naming the Pieces

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.805(1)(c)

Focus	Component vocabulary.
Learning target	"I can take a structure apart and describe its pieces."
Vocabulary in use	structure, piece, disassemble
Local date	_____

Learning sequence

Connect: our pieces. Teach: describing each kind. Try: shared naming. Apply: children name. Reflect: vocabulary agreed.

Check for understanding

Student names and describes the pieces of a structure.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Counting What We Have

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.805(1)(c)

Focus	Inventory.
Learning target	"I can take a structure apart and describe its pieces."
Vocabulary in use	structure, piece, disassemble
Local date	_____

Learning sequence

Connect: named pieces. Teach: recording how many of each. Try: shared tallying. Apply: children inventory. Reflect: totals checked.

Check for understanding

Student records an accurate inventory of pieces.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — The Same Pieces, Ready to Rebuild

Week 9, Day 5 • Unit 3 • Standards: ARM 10.53.805(1)(c)

Focus	Week 9 consolidation.
Learning target	"I can take a structure apart and describe its pieces."
Vocabulary in use	structure, piece, disassemble
Local date	_____

Learning sequence

Connect: our inventory. Teach: the set stays the same. Try: verifying counts. Apply: children confirm. Reflect: sets stored for Week 10.

Check for understanding

Student verifies their piece set is complete and unchanged.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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Source citation

Montana Office of Public Instruction. Montana Science Content Standards (2016), codified at ARM 10.53 subchapter 8. Statements are transcribed from the MONTANA SCIENCE CONTENT STANDARDS, whose own cover reads "Adopted September 16, 2016 by the Montana Board of Public Education". THAT DOCUMENT PRINTS NO CODES. Each grade is a set of discipline headings -- physical science, life science, earth and space science -- followed by unnumbered bullets, so there is nothing in it that can be printed in a code column. The same standards are codified in the ADMINISTRATIVE RULES OF MONTANA, CHAPTER 10.53 SUBCHAPTER 8, one rule per grade, and the rule's structure is exactly the document's: a numbered subsection per discipline heading, a lettered item per bullet, same order and same count. THE ARM SUBSECTION IS REGISTERED AS THE CODE. This is an existing official citation rather than an invented identifier, and it is the citation a Montana reviewer can actually look up; the alternative would have been to ship science products with no codes at all. Bullets are separated in the PDF by a Symbol-font character in the Unicode Private Use Area rather than by a literal dot; splitting on the indent instead merges a whole discipline into one run, and splitting per line fragments every standard mid-sentence, so the glyph is what the transcription splits on and the item count is checked against the counts the document's headings imply. THIS ENTRY IS THE GRADE 2 SECTION of the Montana Science Content Standards and it registers ALL ELEVEN GRADE 2 STANDARDS: four physical science, three life science and four earth and space science. THE CODE FORM ON THIS ROW IS DIFFERENT FROM THE OTHER SUBJECTS AND THE REASON MATTERS. The OPI science standards document PRINTS NO CODES AT ALL -- each grade is a discipline heading followed by unnumbered bullets -- so there is nothing in it to put in a code column. The same standards are codified in the ADMINISTRATIVE RULES OF MONTANA, chapter 10.53 subchapter 8, where GRADE 2 SCIENCE IS RULE 10.53.805 and the rule's structure is exactly the document's: a numbered subsection per discipline heading and a lettered item per bullet, in the same order and with the same count in each. THE ARM SUBSECTION IS THEREFORE THE OFFICIAL IDENTIFIER FOR EACH BULLET and is what is registered; no code was invented, an existing citation was used because the

standards document does not carry one. THE RULE NUMBER AND ITS SHAPE WERE CONFIRMED AGAINST THE REGISTER RATHER THAN COUNTED ON FROM THE GRADE BELOW: rules.mt.gov returns 10.53.805 titled "SCIENCE CONTENT STANDARDS FOR SECOND GRADE", and its four-three-four split was read off the rule and asserted against the document before any code was written. THAT ASSERTION IS NOT CEREMONIAL -- kindergarten is four-one-five and grade 1 is four-three-two, so a grade that reused the previous grade's grouping would have filed real statements under real-looking codes belonging to the wrong standards. The bullets are separated in the PDF by a Symbol-font private-use character rather than a literal dot, and splitting on anything else silently merges or fragments the standards, so the glyph is what the transcription splits on. Retrieved 2026-07-27 from <https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Science/Montana-Science-Content-Standards-2016.pdf>