
North Carolina 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	North Carolina
Grade	2 (Elementary)
Subject	Science
Course category	Core
Standards family	Science
Framework	North Carolina Standard Course of Study, K-12 Science (2023)
Issuing agency	North Carolina Department 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 — Warmer at Noon Than at Nine

Unit 3: Patterns in the Weather · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Does the weather change during a single day?
Standards	Nc2 Weather Patterns -> ESS.2.1.3 Understand patterns of weather and factors that affect weather. — Carry out investigations to collect data and compare weather patterns that occur over time and relate observable patterns to time of day and time of year. Nc2 Weather Measures -> ESS.2.1.2 Understand patterns of weather and factors that affect weather. — Use mathematics and computational thinking to summarize weather conditions (temperature, wind direction, wind speed, precipitation).
Learning target	"I can show how the weather changes during one day."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will collect temperature data at set times during the day.
- Students will relate an observed pattern to time of day.

Success criteria (student-friendly)

- "I collect readings at set times."
- "I put them in order."
- "I say when it was warmest."

Academic vocabulary

pattern, time of day, morning, afternoon, data

Materials and technology

- Thermometers
- Class clock
- Recording sheets with time slots
- Clipboards
- Chart paper

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

Recording sheet: child shows readings in time order and identifies the warmest part of the day.

Family communication

Ask your child what time of day was warmest at school.

Day 41 — Three Times, One Day

Week 9, Day 1 · Unit 3 · Standards: ESS.2.1.3, ESS.2.1.2

Focus	Planning the collection.
Learning target	"I can show how the weather changes during one day."
Vocabulary in use	pattern, time of day, morning
Local date	_____

Learning sequence

Connect: one reading a day was not enough. Teach: set times let us compare fairly. Try: shared choice of three times. Apply: children prepare their sheets. Reflect: the plan comes before the data.

Check for understanding

Student states the three times we will measure.

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 — Collecting Through the Day

Week 9, Day 2 · Unit 3 · Standards: ESS.2.1.3, ESS.2.1.2

Focus	Carrying out the investigation.
Learning target	"I can show how the weather changes during one day."
Vocabulary in use	pattern, time of day, morning
Local date	_____

Learning sequence

Connect: our plan. Teach: same spot, same tool, different time. Try: shared first reading. Apply: children take all three. Reflect: keeping conditions the same.

Check for understanding

Student records three readings at the planned times.

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 — Putting the Day in Order

Week 9, Day 3 · Unit 3 · Standards: ESS.2.1.3, ESS.2.1.2

Focus	Organising data.
Learning target	"I can show how the weather changes during one day."
Vocabulary in use	pattern, time of day, morning
Local date	_____

Learning sequence

Connect: three readings. Teach: order by time, not by size. Try: shared ordering. Apply: children order their own. Reflect: order shows the shape of the day.

Check for understanding

Student orders three readings by time.

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 — The Same Shape Again

Week 9, Day 4 · Unit 3 · Standards: ESS.2.1.3, ESS.2.1.2

Focus	Repeating to confirm.
Learning target	"I can show how the weather changes during one day."
Vocabulary in use	pattern, time of day, morning
Local date	_____

Learning sequence

Connect: yesterday's shape. Teach: one day is not a pattern. Try: shared second day of data. Apply: children compare the two days. Reflect: repeating is what makes it a pattern.

Check for understanding

Student compares the shape of two days.

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 — Saying the Pattern

Week 9, Day 5 · Unit 3 · Standards: ESS.2.1.3, ESS.2.1.2

Focus	Relating pattern to time of day.
Learning target	"I can show how the weather changes during one day."
Vocabulary in use	pattern, time of day, morning
Local date	_____

Learning sequence

Connect: two days that matched. Teach: stating a pattern in words. Try: shared sentence. Apply: children write the pattern. Reflect: it is about time of day.

Check for understanding

Student states the daily temperature pattern.

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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