

# North Dakota 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 Dakota                                                                                       |
| Grade            | 2 (Elementary)                                                                                     |
| Subject          | Science                                                                                            |
| Course category  | Core                                                                                               |
| Standards family | Science                                                                                            |
| Framework        | North Dakota Science Content Standards K-12 (2019), adopting the Next Generation Science Standards |
| Issuing agency   | North Dakota 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 — 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          | <b>Taking Apart and Building Something New</b> -> 2-PS1-2, 2-PS1-4, 2-PS1-3, 2-PS1-1 — 4 standards; full text in the standards table |
| 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. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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: 2-PS1-2, 2-PS1-4, 2-PS1-3, 2-PS1-1

|                   |                                                         |
|-------------------|---------------------------------------------------------|
| 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: 2-PS1-2, 2-PS1-4, 2-PS1-3, 2-PS1-1

|                   |                                                         |
|-------------------|---------------------------------------------------------|
| 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: 2-PS1-2, 2-PS1-4, 2-PS1-3, 2-PS1-1

|                   |                                                         |
|-------------------|---------------------------------------------------------|
| 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: 2-PS1-2, 2-PS1-4, 2-PS1-3, 2-PS1-1

|                   |                                                         |
|-------------------|---------------------------------------------------------|
| 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: 2-PS1-2, 2-PS1-4, 2-PS1-3, 2-PS1-1

|                   |                                                         |
|-------------------|---------------------------------------------------------|
| 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

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- 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

North Dakota Department of Public Instruction. North Dakota Science Content Standards K-12 (2019), adopting the Next Generation Science Standards. North Dakota adopted the Next Generation Science Standards. The codes here are NGSS performance expectations (K-PS2-1, MS-LS1-3, HS-ESS1-2) carrying their NGSS numbering, not a North Dakota renumbering. NGSS is a registered trademark of Achieve, Inc. North Dakota writes K-5 by grade and bands middle school (MS) and high school (HS). Retrieved 2026-07-27 from <https://www.nd.gov/dpi/districtsschools/north-dakota-education-content-standards/science>