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# Oklahoma 2 Technology / Computer 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            | Oklahoma                                                  |
| Grade            | 2 (Elementary)                                            |
| Subject          | Technology / Computer Science                             |
| Course category  | Technology                                                |
| Standards family | Science                                                   |
| Framework        | Oklahoma Academic Standards for Computer Science (2023)   |
| Issuing agency   | Oklahoma State Department of Education                    |
| 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 — Building With Basic Commands

### Unit 3: Programming and Debugging · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do I build a program from a small set of commands?                                                                                                |
| Standards          | <b>Building a Program With Commands -&gt; 2.DA.CVT.01 Data Analysis</b> — With guidance, collect and present the same data in various visual formats. |
| Learning target    | "I can build a program using basic commands."                                                                                                         |
| Local dates        | _____ (enter your school dates)                                                                                                                       |

#### Measurable objectives

- Students will construct elements of a simple computer program using basic commands.
- Students will build a program that achieves a stated goal.

#### Success criteria (student-friendly)

- "I know what each command does."
- "I join them in order."
- "My program does what I planned."

#### Academic vocabulary

command, program, sequence, run, construct

#### Materials and technology

- Class devices with a block programming environment
- Command reference cards
- Planning strips
- Chart paper
- Partner mats

#### 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 constructs a working program from basic commands.

**Family communication**

Ask your child what commands they used in their program.

## Day 41 — The Commands We Have

Week 9, Day 1 • Unit 3 • Standards: 2.DA.CVT.01

|                   |                                               |
|-------------------|-----------------------------------------------|
| Focus             | Command set.                                  |
| Learning target   | "I can build a program using basic commands." |
| Vocabulary in use | command, program, sequence                    |
| Local date        | _____                                         |

### Learning sequence

Connect: Grade 1 programming. Teach: our available commands. Try: identifying each. Apply: children name. Reflect: set charted.

### Check for understanding

Student states what each available command does.

### 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 — Planning Before Building

Week 9, Day 2 · Unit 3 · Standards: 2.DA.CVT.01

|                   |                                               |
|-------------------|-----------------------------------------------|
| Focus             | Planning.                                     |
| Learning target   | "I can build a program using basic commands." |
| Vocabulary in use | command, program, sequence                    |
| Local date        | _____                                         |

### Learning sequence

Connect: commands. Teach: planning the sequence first. Try: guided planning. Apply: children plan. Reflect: plans checked.

### Check for understanding

Student plans a command sequence before building.

### 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 — Building My Program

Week 9, Day 3 · Unit 3 · Standards: 2.DA.CVT.01

|                   |                                               |
|-------------------|-----------------------------------------------|
| Focus             | Construction.                                 |
| Learning target   | "I can build a program using basic commands." |
| Vocabulary in use | command, program, sequence                    |
| Local date        | _____                                         |

### Learning sequence

Connect: our plan. Teach: assembling to plan. Try: guided building. Apply: children build. Reflect: plan followed.

### Check for understanding

Student builds a program matching their plan.

### 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 — Running It and Watching

Week 9, Day 4 · Unit 3 · Standards: 2.DA.CVT.01

|                   |                                               |
|-------------------|-----------------------------------------------|
| Focus             | Execution and observation.                    |
| Learning target   | "I can build a program using basic commands." |
| Vocabulary in use | command, program, sequence                    |
| Local date        | _____                                         |

### Learning sequence

Connect: our programs. Teach: watching carefully what happens. Try: guided running. Apply: children run. Reflect: expected versus actual.

### Check for understanding

Student runs a program and describes what happened.

### 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 — Making It Do More

### Week 9, Day 5 · Unit 3 · Standards: 2.DA.CVT.01

|                   |                                               |
|-------------------|-----------------------------------------------|
| Focus             | Week 9 consolidation.                         |
| Learning target   | "I can build a program using basic commands." |
| Vocabulary in use | command, program, sequence                    |
| Local date        | _____                                         |

### Learning sequence

Connect: working programs. Teach: extending without breaking. Try: guided extension. Apply: children extend. Reflect: incremental building.

### Check for understanding

Student extends a working program successfully.

### 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

Oklahoma State Department of Education. Oklahoma Academic Standards for Computer Science (2023). Codes are scope.strand.subconcept.number across Computing Systems (CS), Networks & The Internet (NI), Data Analysis (DA), Algorithms & Programming (AP) and Impacts of Computing (IC). Oklahoma writes K-8 by grade and splits high school into Level 1 (L1) and Level 2 (L2) rather than by grade. Oklahoma does not author its own education technology standards - it adopts the ISTE standards - so technology rows cite computer science, which Oklahoma does write. Scope: grade 2. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/computer-science.html>