
Virginia 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	Virginia
Grade	2 (Elementary)
Subject	Technology / Computer Science
Course category	Technology
Standards family	Science
Framework	Virginia Standards of Learning
Issuing agency	Virginia 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	Building a Program With Commands -> 2.AP.2 strand — text
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.
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.

Support area	This week's plan
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.AP.2

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.AP.2

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.AP.2

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.AP.2

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.AP.2

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

- This is a **digital download**. Nothing is shipped.
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