
West Virginia 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	West Virginia
Grade	2 (Elementary)
Subject	Science
Course category	Core
Standards family	Science
Framework	West Virginia College- and Career-Readiness Standards
Issuing agency	West 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 — 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 -> S.2.11 strand — text S.2.13 strand — text
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: S.2.11, S.2.13

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: S.2.11, S.2.13

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: S.2.11, S.2.13

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: S.2.11, S.2.13

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: S.2.11, S.2.13

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.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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