


Week of : January 11, 2021	Grade Level: 2nd
PYP: Living things and nature cause change.	
Prioritized Standards Addressed This Week:	
Math	
On-Level: MD2: I can measure the length of objects using different length units. MD3: I can estimate lengths using inches and feet.	
Advanced- Level: 3.NBT.1- I can use place value understanding to round whole numbers to the nearest 10 or 100.	
3.NBT.2 – I can fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	
Reading: RF.4 I can read grade-text fluently with accuracy to improve my comprehension skills.	
Writing: 2.W.3 I can write a poem.	
Social Studies: SS2H1 I can describe the lives and contributions of historical figures in Georgia history. (James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)	
Asterisk & Highlighted items will be graded	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
M a t h	<p><u>On Focused Lesson</u></p> <p>Nearpod - Presentation</p> <p><u>Adv Focused Lesson</u> Rounding BrainPop with Quiz</p> <p>Rounding/ Place Value Anchor Chart</p>  <p>Rounding on a Number Line Example</p>	<p><u>On Focused Lesson</u></p> <p>https://share.nearpod.com/e/tTqEPKpMMcb</p>	<p><u>Adv Focused Lesson</u></p> <p>TW show TS intro video to addition within 1000 with regrouping.</p> <p>https://www.youtube.com/watch?v=cE-yrJv4TEs</p> <p>TSW practice solving math problems</p>	<p><u>On Focused Lesson</u></p> <p>https://share.nearpod.com/e/JfNIBrXNMcb</p> <p><u>Adv Focused Lesson</u></p> <p>TW review solving addition problems using base-10 blocks.</p> <p>TTW model solving addition problems within 1000 using decomposing strategy/algo rithm- No Regrouping PowerPoint</p>	<p><u>On Focused Lesson</u></p> <p>Estimating Lengths Nearpod</p> <p>https://share.nearpod.com/e/3IRFXKQIMcb</p> <p><u>Adv Focused Lesson</u></p> <p>TTW model solving addition problems within 1000 using decomposing strategy/algo rithm- With Regrouping PowerPoint</p>	<p><u>Adv Focused Lesson</u> Rounding NearPod</p> <p>https://share.nearpod.com/e/xFYfHNhKCcb</p> <p><u>On Focused Lesson</u></p> <p>https://share.nearpod.com/e/KjzHO Mcb</p>

				using base 10 blocks.						
	<u>Student Independent Practice</u> Start Castle Design	<u>Student Independent Practice</u> Rounding on a Number Line *Challenge: Rounding on a Number Line Task Card	<u>Student Independent Practice</u> Journal Questions and Response Work on Castle	<u>Student Independent Practice</u> Place Value-Rounding Rounding CFA	<u>Student Independent Practice</u> TSW compare inches and centimeters- SeeSaw Activity	<u>Student Independent Practice</u> Decomposing strategy without regrouping SeeSaw activity	<u>Student Independent Practice</u> In and Cm Practice Work on Castle	<u>Student Independent Practice</u> Adding/Decompose Strategy with Regrouping	<u>Student Independent Practice</u> Math Formative Assessment - 18pts.	<u>Student Independent Practice</u> Rounding NearPod “Assessment” Student Paced Lesson https://share.nearpod.com/e/O87mHUIKCcb
R	<u>Focused Lesson:</u> Review concepts from unit 3: -understanding fables -comparing two versions of the same story -identifying the lesson from the story.		<u>Focused Lesson:</u> Unit 3 Test Day 1		<u>Focused Lesson:</u> Unit 3 Test Day 2		<u>Focused Lesson:</u> Start Unit 4 (Bend 1) Session 1: Rehearsing Reading Voices Connection: Explain that reading researchers know second grade is an important time for reading development especially for the shift from oral to silent reading. TP: Suggest that by learning to read aloud well, students can lift the level of their internal reading voices.		<u>Focused Lesson:</u> Session 2: Scooping Up Words into Phrases Connection: Rally students to read with more fluent voices by chorally singing the song from the previous day’s share TP: Demonstrate reading using punctuation cues to scoop the text into longer meaningful phrases, pausing explicitly to help students see & hear how you’ve parsed the text. Then, stop	

				<p>AE: Channel kids to listen to themselves read a passage from a familiar text aloud into pretend conch shells.</p> <p>Link: Recruit help thinking about how this repeated practice can transfer to independent reading. Encourage kids to select passages from their own books to reread aloud.</p> <p>Share: Making Reader's voice sing- Sing a class song together connecting it to the rereading work readers (and singers) to make their voices sound smooth</p>	<p>and check that your reading makes sense & sounds right.</p> <p>AE: Remind TS to use punctuation & rereading to help decide the phrasing of the text. Coach partnerships as they do this work together.</p> <p>Link: Add the new strategy to your anchor chart, reminding students of the power of rereading.</p> <p>Share: Recruit partners to reread together, scooping words in longer, meaningful phrases as they read aloud.</p>
	<p><u>Student Independent Practice:</u> 1) Listen to voice over reading of Little Red's Secret Sauce. 2) Read Little Red Riding Hood 3) Complete comparison chart.</p>	<p><u>Student Independent Practice:</u> Unit 3 Test Day 1</p>	<p><u>Student Independent Practice</u> Unit 3 Test Day 2</p>	<p><u>Student Independent Practice</u> Student Read-Aloud on Seesaw. Students will read selected passage aloud on Seesaw. Student will then describe the BME of selected passage orally on Seesaw.</p>	<p><u>Student Independent Practice</u> Students will read fluency passage 3 times (2 silent, 1 aloud). Students will record themselves reading passage and answering follow up questions aloud.</p>
W r i t i n g	<p><u>Focused Lesson:</u> Session 19: awarding our favorites-a book fair celebration</p>	<p><u>Focused Lesson:</u> Finish Opinion Writing/ Celebration c</p>	<p><u>Focused Lesson:</u> Start Poetry unit-session 1</p> <p>Seeing with poets' eyes</p> <p>Poets see object in the same object in different, unusual ways.</p>	<p><u>Focused Lesson:</u> Poetry-session 2</p> <p>Listening for line breaks</p> <p>Read a familiar poem written as prose and as a poem. way.</p>	<p><u>Focused Lesson:</u> Poetry-session 3</p> <p>Putting powerful thoughts in tiny packages</p> <p>Poets find a topic that is big and that is also small and specific.</p>
	<p><u>Student Independent Practice</u> Work on opinion writing (as needed)</p>	<p><u>Student Independent Practice</u> Work on opinion writing (as needed)</p>	<p><u>Student Independent Practice</u> Write about objects in different ways</p>	<p><u>Student Independent Practice</u> Use observations about objects from yesterday to write a poem, add line breaks.</p>	<p><u>Student Independent Practice</u> Continue writing from Wed. observations</p>
	<p><u>Focused Lesson</u> Historical Figure Project</p>	<p><u>Focused Lesson</u> Historical Figure Project</p>	<p><u>Focused Lesson</u> Historical Figure Project</p>	<p><u>Focused Lesson</u> Historical Figure Project</p>	<p><u>Focused Lesson</u> Historical Figure Project</p>

<i>S</i>	<u>Student Independent Practice</u> Historical Figure Project	<u>Student Independent Practice</u> Historical Figure Project	<u>Student Independent Practice</u> Historical Figure Project	<u>Student Independent Practice</u> Historical Figure Project	<u>Student Independent Practice</u> Historical Figure Project Presentation
<i>o</i>					
<i>c</i>					
<i>i</i>					
<i>a</i>					
<i>l</i>					
<i>S</i>					
<i>t</i>					
<i>u</i>					
<i>d</i>					
<i>i</i>					
<i>e</i>					
<i>s</i>					