

<b>Week 20: Week of: Jan. 19, 2021</b>	<b>Grade Level: 2nd</b>
<b>PYP:</b>	
<b>Prioritized Standards Addressed This Week:</b>	
<b>Math:</b> MGSE3.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.	
<b>On-Level:</b> 2.MD.B.5 I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	
<b>Reading</b> RL6 I can acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
RL4 I can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	
<b>Writing: ELAGSE2RL4:</b>	
W3: I can write a narrative writing piece	
W.5- With help from adults and friend, I can focus on a topic and strengthen writing by revising and editing.	
W6: With help from adults, I can use a variety of tools to produce and publish writing, including digital tools and working with friends.	
<b>Social Studies:</b> I can identify the contributions made by Sequoyah (development of a Cherokee alphabet).	
<b>Asterisk &amp; Highlighted items will be graded</b>	

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
<b>Math</b>	<u>On Focused Lesson</u>	<u>Adv Focused Lesson</u>	<u>On Focused Lesson</u> Measure-ment word problem power point	<u>Adv Focused Lesson</u> TW Review add 3 digit using base 10 using instruction video on IREADY: Add and subtract within 1000 - Level C (base ten) (number line) (place value)	<u>On Focused Lesson</u> Measurement word problems <a href="https://share.nearpod.com/e/4fDYkPV6Zcb">https://share.nearpod.com/e/4fDYkPV6Zcb</a>	<u>Adv Focused Lesson</u> TW model how to add 3 digit numbers w/ regrouping using the place value strategy with the P.O.D.  P.O.D Marcus saved \$426. Then he received \$326 for his	<u>On Focused Lesson</u> Measurement word problems	<u>Adv Focused Lesson</u> TTW review a bar graph and picture graph.  Survey, Collecting, Organizing and Graphing Data Project (A Real-World Approach)	<u>On Focused Lesson</u> Measurement word problems	<u>Adv Focused Lesson</u> TW review graphing project. Students will conduct a class survey, collect data and make a graph

						<p>birthday. How much money does he have now?</p> <p>Guided Practice:  <math>348+192=</math>  <math>274+197=</math></p>				<p>using the data.</p> <p>Components of graph: title, categories, y-axis, x-axis, scale</p>
	<p><u>Student Independent Practice</u></p>	<p><u>Student Independent Practice</u></p>	<p><u>Student Independent Practice</u></p> <p>iReady teacher assigned lesson- Solve Problems Involving Length</p>	<p><u>Student Independent Practice</u></p> <p>IREADY Lesson: Add and Subtract within 1000</p> <p>Seesaw: 3digit Addition without regrouping</p>	<p><u>Student Independent Practice</u></p> <p>Length word problems (formative)</p>	<p><u>Student Independent Practice</u></p> <p>Adding 3 digit numbers w/regrouping IREADY Lesson: Practice Add and Subtract within 1000 Part 1</p> <p>Seesaw: addition w/ regrouping</p>	<p><u>Student Independent Practice</u></p> <p>See saw-choose 4 objects, measure, take photos, write &amp; solve 2 length problems</p>	<p><u>Student Independent Practice</u></p> <p>IREADY Quiz Lesson 9 (summative)</p> <p>Begin Graphing project after quiz.</p>	<p><u>Student Independent Practice</u></p> <p>Length word problems (summative)- see saw-16 points (equation and answer)</p>	<p><u>Student Independent Practice</u></p> <p>Students will collect data and continue working on graph. A pictograph and bar graph is required. (Summative)</p>

<b>Reading</b>	<u>Focused Lesson:</u>	<p><u>Focused Lesson:</u> Session 3: Noticing Dialogue Tags</p> <p>Connection: Remind students of the work they did around fluency in the last unit.</p> <p>TP: Use prewritten sentence strips and cut out dialogue tags to practice the work of reading dialogue with varied intonation.</p> <p>AE: Channel children to try reading aloud a passage for the class read aloud text, noting not only what the characters say, but also how they say it</p> <p>Link: Send readers off, reminding them that as they read today, they can work on making the dialogue sound right, supplying the intonation that fits with the story.</p>	<p><u>Focused Lesson:</u> Session 4: Using Meaning to Read Fluently.</p> <p>Connection: creating noticeable changes in your tone of voice as you do so.</p> <p>TP: Point out that reading at this level involves more than figuring out the words. Demonstrate how readers often figure out intonation and meaning from context.</p> <p>AE: Recruit partners to examine the mood of the text, reading and rereading to make their voices match.</p> <p>Link: Remind TS of the repertoire of ways they've learned to make their reading sound more fluent, and encourage them to apply those strategies to their independent reading.</p> <p>Share: Researching Fluency and Giving Tips</p>	<p><u>Focused Lesson:</u> Session 5: Reading at a Just-Right Pace</p> <p>Connection: Rally students to understand the importance of finding their just right reading pace.</p> <p>TP: Explain what a just right reading pace should feel and sound like.</p> <p>AE: Recruit students to read the next passage aloud, working on their just right reading pace.</p> <p>Link: Remind students of all the strategies they have learned to help them read fluently, emphasizing reading at a just right pace.</p> <p>Share: Putting it All Together to Get a Fluent Reader!</p>	<p><u>Focused Lesson:</u> Session 6: Recognizing Literary Language (Bend Two)</p> <p>Connection: Share a report from reading scientists saying that books second graders read often contain playful, inventive language.</p> <p>TP: Return to the book your students read aloud earlier in the unit and channel them to notice uses of literacy language in a passage you read aloud.</p> <p>AE: Channel kids to do the same work with another passage. Read it aloud, and then ask kids to talk about special uses of language, musing over what the author was aiming to say.</p> <p>Link: Repeat the rallying cry that invigorates this bend of the unit, and the day's teaching point about paying attention to special language.</p>
	<u>Student Independent Practice</u>	<p>Student Independent Practice SeeSaw- Peter's Chair</p> <p>TSW read a book using expressive voices and gestures</p>	<p><u>Student Independent Practice</u> SeeSaw- fluency passage</p>	<p><u>Student Independent Practice</u> SeeSaw- fluency passage</p>	<p><u>Student Independent Practice</u> TSW read and complete a poem with comprehension question-</p>

<b>Writing</b>	<u>Focused Lesson:</u>	<u>Focused Lesson:</u> <b>Session 4: Poets Find Poems in the Strong Feelings and Concrete Details of Life</b> C: Admire the way TS have jotted down notes that promise to become poems- and tell them you'll soon teach them to sift through these and make decisions.  TP: Remind TS of strategies they have learned for crafting poems.  AE: Invite TS to mine their notepads, asking themselves, "Does this give me a big strong feeling?" and "Have I found a specific moment or detail or object that holds that feeling for me?"  L: Briefly restate today's teaching before sending TS off to write.	<u>Focused Lesson:</u> <b>Session 5: Editing Poetry</b>  C: Remind children that to prepare their poems to share, they will need to edit their poems carefully.  TP: Pretend to be a student and recruit the class to join you in checking whether the words in your poem look right or not, in which case you'll circle them (and return to them later).  AE: Ask the class to look at the next two lines of your poem as carefully as you looked at the first ones, finding any words that do not look quite right to them.  L: Send the children off to edit their own poems, reminding them to use the writing checklist to know what to check for in their writing.	<u>Focused Lesson:</u> <b>Session 6: Searching for Honest, Precise Words: Language Matters (Bend Two)</b>  C: Tell a story about a person who searched for the exactly right words, tried generalities, and settled on a fresh metaphorical way to describe something.  TP: Use your own poem to model rereading, checking to see if the words match the image you are trying to portray. Walk students through the steps to make your language more precise.  AE: Using a class poem, channel students to search for places where more precise words could be added.  L: Remind students that they now have a repertoire of strategies for writing poetry, and invite them to use any of these strategies.  Share: Read to children another example of honest, precise language.	<u>Focused Lesson:</u> <b>Session 7: Patterning through Repetition</b>  C: Show the children a pattern from the classroom. Remind them that patterns are important in the world.  TP: Show an example of a poem with repetition. Point out one or two patterns, and show children how that poem might sound without them.  AE: Enlist students to find other patterns in the poem and to notice how repetition enhances the meaning of it.  Link: Explain to children how today's teaching fits into the larger context of working with music, image and meaning.  Share: Provide an opportunity for poets to say their poems out loud to each other, using reading aloud to listen for opportunities for revision.
	<u>Student Independent Practice</u>	<u>Student Independent Practice</u> Students will create a rhyming poem on the topic of virtual school.	<u>Student Independent Practice</u> Students will edit poem about virtual school.	<u>Student Independent Practice</u> Students will create a poem that tells a story about a fictional character.	<u>Student Independent Practice</u>  Students will create another rhyming about the topic of their choice.
<b>Social</b>	<u>Focused Lesson</u>	<u>Focused Lesson</u> Sequoyah	<u>Focused Lesson</u>  TTW use this video to facilitate a discussion	<u>Focused Lesson</u>  Students will watch a video about Sequoyah's life. <a href="#">Sequoyah's Life</a>	<u>Focused Lesson</u>  Teacher will explain how the Cherokee created nature stories to explain important

<b>Studies</b>		<p>TTW introduce Sequoyah using the following video: <a href="#">Introducing Sequoyah</a></p> <p>Then, Teacher and students will read about Sequoyah on <a href="#">Pebble Go</a>.</p> <p>TT &amp; TSW discuss Sequoyah's life.</p>	<p>about Sequoyah's Syllabary <a href="#">What is a Syllabary Video</a></p> <p>Students will listen to a Cherokee <a href="#">Syllabary Song</a></p>		<p>patterns and changes in nature</p> <p>Students will watch a read aloud: <a href="#">Native American Folktale About the Stars</a></p> <p>The reader stops and asks questions along the way that the teacher can use to facilitate a discussion.</p>
	<u>Student Independent Practice</u>	<p><u>Student Independent Practice</u></p> <p>Sequoyah Fact sheet (students can complete it as you are talking about Sequoyah or independently afterwards)</p> <p>OR</p> <p>TS can read the Sequoyah Little Reader in SeeSaw and complete the activities in the book: <a href="#">Link to Sequoyah Little Book on SeeSaw</a></p>	<p><u>Student Independent Practice</u></p> <p>Sequoyah Weekly Reader. Students can read this independently and complete the bottom part on the back.</p>	<p><u>Student Independent Practice</u></p> <p><a href="#">Sequoyah Weekly Assessment-summative 16 pts</a></p>	<p><u>Student Independent Practice</u></p>