

Week 21: Week of : January 25, 2021

Grade Level: 2nd

PYP: Cultures may rely on patterns within the natural world to help them express themselves.

Prioritized Standards Addressed This Week:

Advanced Math- MGSE3.MD.4 – I can generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Showing data by making a line plot, where the horizontal scale is marked off in appropriate units- whole numbers, halves or quarters.

On-Level: MGSE3.MD 6- I can represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0,1,2... and represent whole number sums and differences within 100 on a number line diagram.

MGSE3.MD 9 I can generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same objects. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units.

Reading 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

Writing: | W5- I can focus on a topic and strengthen writing as needed by revising and editing.

W8- I can recall information from experiences or gather information from provided sources to answer a question.

Language Arts L5b I can distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Science: S2E1. I can obtain, evaluate, and communicate information about stars having different sizes and brightness.

Highlighted items will be graded

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Math	<u>On Focused Lesson</u> TW Model how to label a number line when skip counting by 2, 5, and 10. Give students a	<u>Adv Focused Lesson</u> Review/Intro Measuring items to the nearest inch. Then introduce the ½, ¼ and ¾ marks on a ruler. using Nearpod https://share.nearpod.com/e/EYBt00eKbdb	<u>On Focused Lesson</u> Problem of the day: Multi-step word problems Eve had 3 striped banners and 3 dotted banners. Then she made 7	<u>Adv Focused Lesson</u> Intro/Review line plots. Intro to Line Plots When using the video be sure to explain we use x’s and not dots OR	<u>On Focused Lesson</u> Problem of the Day: There were 16 quarters in a jar. Russ took 6 quarters. Then Dad added more quarters to the jar. Now there are 18	<u>Adv Focused Lesson</u> TTW model using (Bean Length activity sheet) how to use answer line plot data questions.	<u>On Focused Lesson</u> Problem of the Day: There were 15 birds on a branch. Then 6 birds flew away. Then 3 birds landed on the branch. How many birds are on the branch now?	<u>Adv Focused Lesson</u> TTW Facilitate Nearpod lesson on line plots : https://share.nearpod.com/e/LQlx eNmLbd	<u>On Focused Lesson</u> Frosty melted 30 centimeters last night. Now he is 120 centimeters tall. How tall was he when he was built?	<u>Adv Focused Lesson</u> Line Plot Quiz

	<p>number line that starts at 42 and have them label each number.</p> <p>Display number line with missing numbers. Students determine the missing number using skip counting strategies.</p> <p>Websites for Empty Number Lines</p> <p>http://www.helpingwithmath.com/resources/other_number_lines.htm</p> <p>o http://www.helpingwithmath.com/resources/</p>		<p>white banners. How many banners does Eve have now?</p> <p>TW introduce line plot w/ Flocabulary Line Plot through Nearpod on Line Plots https://share.nearpod.com/e/7qnVJWcDcdb</p> <p>After video TW ask the following questions:</p> <ol style="list-style-type: none"> 1. What is a line plot? 2. What are some things that should be on a line plot? 3. How is a number line like a ruler or tape measure? 	<p>TTW use Candle length worksheet to model how to create a line plot when given measurement data</p>	<p>quarters in the jar. How many quarters did Dad add to the jar?</p>					
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	http://www.math-salamanders.com/blank-number-lines.html		Model how to measure and create a line plot with Line Plot W.Sheet: Line Plot and Measure							
	<u>Student Independent Practice</u> Seesaw Activities: MD6: Fill in Number Line MD6: Number Line Practice	<u>Student Independent Practice</u> TOTD Measuring the nearest quarter inch	<u>Student Independent Practice</u> Independent Practice: IREADY Lesson: Line Plot Practice and Measuring Length	<u>Student Independent Practice</u> Seesaw Activity: Line Plot Activity	<u>Student Independent Practice</u> SEESAW or Hardcopy Measure and Line Plot	<u>Student Independent Practice</u> Iready Teacher Assigned Lesson: Measure Length and Plot Data on Line Plots-formative	<u>Student Independent Practice</u> Nearpod: Using Line Plots. https://share.nearpod.com/e/aB7p2QbLcdb	<u>Student Independent Practice</u> Create a Line Plot Measure 7 items in your desk to the nearest quarter inch and create a line plot.	<u>Student Independent Practice</u> IREADY Quiz on Measurement and Line Plot Assessment	<u>Student Independent Practice</u> Measuring & Line Plot activity Summative
Reading	<u>Focused Lesson:</u> Session 7: Understanding Comparisons Connection: Remind students that many books contain playful, inventive language. Celebrate that your students	<u>Focused Lesson:</u> Session 8: Noticing When Authors Play with Words Connection: Invite students to think about how authors use words in creative ways by sharing some examples and	<u>Focused Lesson:</u> Session 9- Reading as a Writer-Focusing on Special Language Conn: Engage TS in thinking about various ways authors use	<u>Focused Lesson:</u> Session 10: setting up routines for same book partners Connection: share breaking news from researchers in the	<u>Focused Lesson:</u> Session 11: holding on to stories even when books are long Connection: remind students that when Hansel and Gretel didn't want to get lost in the woods, they left					

<p>notice this, highlighting the need for them to figure out what an author is trying to show.</p> <p>TP: Demonstrate how you note instances of comparative language, asking “What special meaning does the author want me to get?” and answering by drawing together the two things being compare and considering how they are alike.</p> <p>AE: Channel students to think about a comparison in a book they know well, bringing together the two things being compared, noting the qualities of the things being compared and how they are like.</p> <p>Link: Remind students that during reading time they need to draw on all they have learned about skilled reading and not just on the focus of today’s mini-lesson.</p> <p>Share: Highlight the importance of thinking about the feelings associated with specific words, referring to an earlier example from</p>	<p>explaining how figurative language works.</p> <p>TP: Cite clear examples of playful language, inviting the children to work to get the meaning.</p> <p>AE: Set students up in groups of four—two partnerships together—to explore literary language in selected texts in which you have tagged parts that include figurative language</p> <p>Link: Remind students to fill out their logs to orient themselves before starting a new book, and to use Post-it notes to mark passages, all through pantomime.</p> <p>Share: Review the fluency strategy from bend 1 of matching your voice to the meaning of the text. Teach students how they can use literary language to help them find the meaning of the text and read it expressively.</p>	<p>literary language across books.</p> <p>TP: Today I want to teach you that you can think about all the strategies you use when you write books and poems and notice when an author is using them in your books. When you notice what the author is doing you can try to name it and think “ What special meaning does the author want me to get?”</p> <p>AE: Challenge TS to name some strategies they have used in writing workshop to create powerful writing and share some of their responses.</p> <p>Link: Share examples of the literary language TS have found.</p>	<p>form of a bulletin announcing that because books second graders read are long, students are at risk of losing the storyline.</p> <p>TP: today, I want to teach you that when books get longer, it’s easy to lose track of the story-sometimes without even realizing it! It helps to have strategies for keeping hold the whole story, even when it is getting long and complicated.</p> <p>AE: suggest that partners share what they noticed you did with your same book partner. After harvesting their observations, suggest a few key things for partners to do together.</p> <p>Link: set students up to begin reading the same books as their partners.</p> <p>Share: readers become their own partners</p>	<p>breadcrumbs. Suggest that readers of longer books may need to leave a similar trail to prevent losing the storyline.</p> <p>TP: today, I want to teach you that when you books become longer, like the ones you are reading now, one way to remember the story is to pause at the end of the chapter to think, “What’s the main event that happened in this chapter?” Sometimes readers leave post-it notes to remind them.</p> <p>AE: show a book filled with too many post-it notes-so many that they provide readers with no help holding onto the main events in a story. Stress that post-it notes are most helpful when they note the most important things that happen.</p> <p>Link: review strategies for keeping track of longer books addressed so far.</p> <p>Share: determining importance together-comparing ideas with a partner</p>
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	the minilesson and discussing alternative comparisons.				
	<u>Student Independent Practice</u> Using strategies to figure out unknown words- Context Clues	<u>Student Independent Practice</u> Reread aloud in your head (presentation in files)	<u>Student Independent Practice</u> Pay attention to special language Bug Out! Figurative Language Activity	<u>Student Independent Practice</u> Scoop words into longer phrases	<u>Student Independent Practice</u> Figurative Language (Ice Cream)- Formative
Writin g	<p><u>Focused Lesson:</u> Session 8: Poems Are Moody: Point out that the weather has moods and so, too, do poems.</p> <p>TP: Read aloud several poems with contrasting moods. Liken the poems to songs, suggesting there are different kinds of songs. AE: Invite kids to try saying a poem in different moods, using images and music to reflect the mood. Give them the topic, the content, and let them work on the mood.</p> <p>L: Remind poems that they have learned about many kinds of poetry decisions and that they can also make decisions to reflect the voice or mood they are trying to convey.</p>	<p><u>Focused Lesson:</u> Session 9: Using Comparisons to Clarify Feelings and Ideas: Tell students that one-way poets see with poets’ eyes is to compare things, ideas, or feelings to something else.</p> <p>TP: Show children how to revise ordinary phrases to include comparisons (comparative language), by picturing what the ordinary phrase seems like or reminds you of.</p> <p>AE: Ask children, with their partners, to revise the remaining ordinary phrases to include comparative language. Collect their ideas and use them to complete the chart.</p>	<p><u>Focused Lesson:</u> Session 10: Stretching Out a Comparison C: Celebrate students’ early work with comparative language and motivate them to enrich that work. TP: Return to the mentor poem “Lullaby” and draw students’ attention to how she stretches out the comparisons across the entire poem.</p> <p>AE: Involve the kids in revising a poem you prepared using a different comparison from the chart.</p> <p>L: Invite students to decide on the day’s work. Suggesting that some will decide to find poems that have comparisons and decide whether their comparisons should be stretched out. Share: Set</p>	<p><u>Focused Lesson:</u> Session 11: studying structure</p> <p>C: rally children’s energy for this final and most sophisticated bend in the road. Remind them of all they know about choosing a topic for a poem and ask them to choose one.</p> <p>TP: today I want to teach you that when a poet writes a poem, the poet experiments with different structures. To do this, the poet studies what other authors have done and then tries those different structures, then trying them on.</p>	<p><u>Focused Lesson:</u> Session 12: close reading of a mentor text</p> <p>C: remind writers that the content of the poem can go into one structure or another.</p> <p>TP: today I want to teach you that because poets think, “What kind of structure will work for what I have to say?” they become experts on different kinds of writing. To do this, poets study the structures that other poets use just like they study feathers and stones. They see details a wonder, connect, question.</p>

		<p>L: Remind the students that whenever they write, they can use comparisons to help readers get a clear image of what it is they are writing about.</p> <p>Share: Read two or three examples of children’s poems with fresh comparisons, pointing out ways that the poets used comparisons to build meaning.</p>	<p>children up to reflect on what they’ve learned thus far and to share what they feel they’ve done particularly well as poets.</p>	<p>AE; Teach by guided practice. You’ll be walking kids step by step through the process of thinking of a topic, then considering several structures, then trying them on.</p> <p>L: with their chosen topic in mind, channel students to consider different ways to build a poem around that topic, using different structures. Once you see a child writing, send that child off to work at his or her seat.</p> <p>S: using manipulatives to think about structure- distribute assorted items and ask students to make something out of the stuff. Then use the same stuff to make something different and finally to discuss how that work relates to the teaching point of the day.</p>	<p>AE: give children an opportunity to try the same techniques of the same poem.</p> <p>L: channel students to continue studying and annotating this poem, and others, emulating what they notice as they revise the poems they wrote the previous day and write more.</p> <p>S: partners celebrate structures-ask children to reflect on their work and their mentors and share with a partner</p>
	<p><u>Student Independent Practice</u> Share ex. of author’s voice in poem</p>	<p><u>Student Independent Practice</u> Students share ex. of comparison in their poem</p>	<p><u>Student Independent Practice</u> Students share progress on poems</p>	<p><u>Student Independent Practice</u> SW work on their writing while teacher conferences with students</p>	<p><u>Student Independent Practice</u> SW work on their writing while teacher conferences with students</p>
<p>Science</p>	<p><u>Focused Lesson</u> Be a Scientist Notebook- Science Probe p. 48 and Science in My World p. 49</p>	<p><u>Focused Lesson</u> Be a Scientist Notebook p. 50-introduce inquiry “Making Starlight”</p>	<p><u>Focused Lesson</u> Read aloud about stars/constellations-How the Stars Fell into the Sky</p>	<p><u>Focused Lesson</u> Read aloud Science File “The Sun and Stars” and complete p. 53</p>	<p><u>Focused Lesson</u> Mystery Science “Why Do Stars Come Out at Night?” or Be a Scientist Notebook</p>

	Stars power point		and share book The Night Sky (both are IB books)	Introduce “Measuring Light” Inquiry Activity	p. 56 introduce inquiry “Sizes of Stars”
	<u>Student Independent Practice</u> Write wonderings about stars, sun, seasons, moon	<u>Student Independent Practice</u> Be a Scientist Notebook- Complete inquiry p. 50-52	<u>Student Independent Practice</u> Pictures in the Sky passage and questions	<u>Student Independent Practice</u> Be a Scientist Notebook- Complete inquiry p. 54-55	<u>Student Independent Practice</u> Be a Scientist Notebook- Complete inquiry p. 56-58