

Week 22: Week of : February 1, 2021

Grade Level: 2nd

PYP Cultures May Rely on Patterns in the Natural World to Help 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. I can show data by making a line plot, where the horizontal scale is marked off in appropriate units- whole numbers, halves or quarters.

On-Level: MD.7. I can tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
MD.10. I can draw a picture graph and a bar graph to represent a data.

Reading/ ELA 2.2-I can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

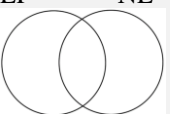
SL.2.4- I can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

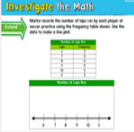

Writing: W5- I can (with guidance and support from adults and peers) focus on a topic and strengthen writing as needed by revising and editing.

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

Science: S2E1. I can obtain, evaluate, and communicate information about stars having different sizes and brightness. a. I can ask questions to describe the physical attributes (size and brightness) of stars. b. I can develop an argument to support the claim that although the sun appears to be the brightest and largest star, it is medium in size and brightness.

Asterisk & Highlighted items will be graded

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Math	<u>On Focused Lesson</u>	<u>Adv Focused Lesson</u>	<u>On Focused Lesson</u>	<u>Adv Focused Lesson</u>	<u>On Focused Lesson</u>	<u>Adv Focused Lesson</u>	<u>On Focused Lesson</u>	<u>Adv Focused Lesson</u>	<u>On Focused Lesson</u>	<u>Adv Focused Lesson</u>
	Review Graphing TTW use the following video to review graphing. Pause video to ask questions about the data. Learnzillion Graph Review	P.O.D: Which measurement is the largest 2 ³ / ₄ , 2 ¹ / ₂ , 1 ¹ / ₄ ? Put these measurements in order from smallest to largest: 5 ³ / ₄ , 3 ³ / ₄ , 3 ¹ / ₄ , 1 ¹ / ₄ TW Review Line Plot	TTW introduce telling time using Telling Time to the Hour During the day (throughout the week) TTW ask TS to read the analog clock in the classroom.	Graphing, Vocabulary Check My Progress: Math workbook pgs. 721-722	TTW use the video below to facilitate a discussion on telling time to the nearest 5 minutes. Time to the nearest 5 minutes Learnzillion	TTW use Dotcam to model how to measure an item to the nearest half and quarter inch using 3 connecting cubes. Wbk pg. (723-24)	TTW use Am/Pm activities using the following Learnzillion Am/Pm TTW use Nearpod below to continue discussion on telling time to the nearest 5 minutes.	P.O.D: A pencil measures 2 ¹ / ₄ inches, A marker measures 2 ³ / ₄ inches, and a highlighter measure 2 ¹ / ₂ inches. Which is the longest? Shortest?	Telling Time to the half and quarter hour Telling Time to the half and quarter hour Time to Climb Game on Nearpod	P.O.D What are the elements of a line plot? Create a Venn Diagram of a line plot and number line. LP NL 

		 <p>See bigger version of anchor chart below.</p> 				https://share.nearpod.com/e/jEQrPIFBldb			
<p><u>Student Independent Practice</u></p> <p>TSW complete the Favorite Subject Bar Graph activity</p>	<p><u>Student Independent Practice</u></p> <p>3rd Gr Math Workbook pgs. 717-718 (formative)</p> <p>homework pg. 719-720 (optional ?)</p>	<p><u>Student Independent Practice</u></p> <p>TSW watch the following BPJ video to prepare for the lesson. Parts of a Clock</p> <p>TS can take the quiz for practice.</p> <p>Students can put together the foldable clock.</p>	<p><u>Student Independent Practice</u></p> <p>Graphing Project or Create a Line Plot</p> <p>Seesaw: Make a Line Plot Formative</p>	<p><u>Student Independent Practice</u></p> <p>Telling time to the Hour practice</p>	<p><u>Student Independent Practice</u></p> <p>Seesaw Activity: Label the Tick Marks</p> <p>Measure Activity</p>	<p><u>Student Independent Practice</u></p> <p>Time to the nearest 5 minutes worksheet-Formative</p>	<p><u>Student Independent Practice</u></p> <p>Students will measure to the nearest inch.</p> <p>Measurement task cards</p>	<p><u>Student Independent Practice</u></p> <p>Telling Time CFA Formative</p>	<p><u>Student Independent Practice</u></p> <p>IREADY Lesson: Measure Lengths and Plot Data on Line Plots Formative</p>

<p>Reading</p> <p>g</p>	<p><u>Focused Lesson:</u></p> <p>Session 12: staying on track when books get tricky</p> <p>Connection: remind readers that sometimes you may be reading but you are not really paying attention to what you are reading (you are La La Land). "This is a reading emergency, and you must take yourself to the emergency room."</p> <p>TP: today I want to teach you that if you are reading and you see the text with your eyes, but nothing registers in your brain, you need to rush yourself to the reading emergency room and get some treatment started right away. The treatment for this problem usually involves slowing down, rereading and asking questions.</p> <p>AE: Have partners think about the steps that you just took to fix up my reading. What did I do first, second, third, etc.</p>	<p>Session 13: using writing to solve reading problems</p> <p>Connection: tell children that there are emergency kits for different problems in the world and suggest what kinds of troubles a reading emergency kit might help readers tackle.</p> <p>TP: today I want to teach you that, as a reader, you can have your own reading emergency kit, if you have this... (hold up a pencil). If you know how stories get confusing, you can invent ways to use writing to help you sort out those confusing parts and keep track of the story.</p> <p>AE: invite students to try out the strategy of using writing to solve common reading challenges.</p> <p>Link: remind readers to take their tool kits with them as they read today. Also remind them they can use a little bit of</p>	<p>Session 14: Self Assessing and Setting Goals</p> <p>Connection:</p> <p>Ask children if they've ever been part of a club & talk up the benefits of reading clubs. Reading clubs help readers become stronger & stronger in their reading.</p> <p>TP: Today I want to teach that readers stop & think about their reading work, asking "Do I need more work w/ fluency? Understanding literary lang.? Tracking the stories, I read?" Then, they set goals & work w/ others to make goals to meet goals.</p> <p>AE: Distribute copy of shared text & annotate parts of text. Invite students to consider possible reading goals.</p> <p>Link: Set students to be reflective readers during independent. reading time.</p> <p>Share: Launching Clubs-channel children to meet</p>	<p>Session 15: Organizing Goal Clubs</p> <p>Connection: Share anecdote that highlights the importance of making a plan.</p> <p>TP: Today I want to teach to teach you that reading club members work together, sharing what they know w/ each other, & making plans to reach their goals. You can gather tools around the room, make your own charts, & help each other plan so you're ready to work together towards your goals.</p> <p>AE: Coach clubs as they create their reading club plans, supporting their work w/ questions, suggestions, prompts, & tools.</p> <p>Link: Set students up to read indep., while thinking about their clubs' activities.</p> <p>Share: Grow our talk to help reach club goals. Make sure they create a plan</p>	<p>Session 16</p> <p>Giving Feedback to Group Members</p> <p>Connection: Recruit children to work together & remind them of the upcoming grand celebration.</p> <p>TP: today I want to teach you that club members can give each other feedback to help one another meet goals. One way you can do this is by using the anchor chart to guide chart to guide you. You can look to see what a club member is doing well, & what he/she may need help doing.</p> <p>AE: Assemble one reading club to in a fishbowl to model giving effective feedback to teach other, while the other children observe & note their behaviors</p> <p>Link: Set students up to read independently, to enjoy books while working towards their goal. Return to chart to help keep in mind of things to practice.</p>
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	<p>Link: add new strategy to the anchor chart and remind students what to do when they get off track.</p> <p>Share: remind students of same book partner routines (reference chart from session 10). Have them help each and ask each other for help</p>	<p>writing to help them solve reading emergencies.</p> <p>Share: celebrating understanding longer books by acting it out, tell it as a story, discuss the big lessons</p>	<p>under chart of skills they would like to a</p>		<p>Share: Suggest that club members model suggestions to each other.</p>
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	<p><u>Student Independent Practice</u> TSW read independently and complete stop and jot activity</p>	<p><u>Student Independent Practice</u> Students will practice acting out part of a book that relates to the lesson on the book</p>	<p><u>Student Independent Practice</u> Dylan Reading Passage-formative</p>	<p><u>Student Independent Practice</u> TSW determine goal and measurable plan</p>	<p><u>Student Independent Practice</u> TSW read independently and continue with reading plan</p>
<p>Writing</p> <p>I will place activities and presentations for each session when I return to school.</p>	<p><u>Focused Lesson:</u> Session 13: Matching Structures to Feelings</p> <p>C: tell the story of a child who wrote a poem and decided its structure didn't match its meaning.</p> <p>TP: Today I want to teach you that poets ask themselves, "What do I hope my reader feels when reading this poem?" and then they try to make sure that they choose a structure for their poem that gets readers to feel what they want them to feel, to think what they want them to think.</p> <p>AE: recruit children to help a classmate pick a form that conveys his intended meaning.</p> <p>L: Reiterate that children have choices as they write today, not just about structure and feeling, but about the ways they put their words together, the sounds they create.</p>	<p><u>Focused Lesson:</u> Session 14: playing with point of view</p> <p>C: tell your students that in addition to paying attention to structure, poets pay attention to who's talking-point of view-in their poems.</p> <p>TP: today I want to teach you that when experimenting with different kinds of poems, poets sometimes drop their own voice and take on the voice of another person or thing. Instead of writing about something, they write as that thing. Some call that kind of poetry a mask poem because it is as if the poet is speaking through the mask of someone or something else.</p> <p>AE: engage students in partner talk, asking them to imagine the thoughts of an inanimate object and speak as this object might speak.</p> <p>L: encourage students to revisit the poems in their folders, noticing the various speakers, before taking up</p>	<p><u>Focused Lesson:</u> Session 15: revising poems-replacing feeling words with word pictures</p> <p>C: explain that poets often let their writing sit for a while before revising it, to see it with fresh eyes.</p> <p>TP: today I want to teach you that when poets revise, they look at a poem with brand new eyes, asking, "How can I make this work even better?" one way to do this is to look for opportunities to show, not tell.</p> <p>AE: invite the children to imagine a new last line for this poem, replacing feeling words with actions or a word picture that an artist could draw.</p> <p>L: send kids off to study their own poems, looking for lines to revise.</p> <p>S: poets elicit strong feelings by painting pictures in readers' minds-celebrate the way that</p>	<p><u>Focused Lesson:</u> Session 16: Editing Poems</p> <p>C: Rally students' energy for this final editing session before celebrating their poetry. Explain that poets edit with their ears as well as their eyes</p> <p>TP: today I want to teach you that one way poets edit their poems is by reading them aloud, listening for places where the words or lines do not sound right. Then they go back to these places and write new lines, reading aloud, listening, & always asking "Does this sound right?"</p> <p>AE: Set students up to work on reading the second stanza of the poem aloud, listening for a place that doesn't sound right.</p> <p>L: send kids off to study their own poems by first reading aloud, then by using editing checklists.</p> <p>S: Rally partners to take turns reading each other's work aloud so that each poet can have a turn listening for any stumbles on the reader's part.</p>	<p><u>Focused Lesson:</u> Session 17: Presenting poems to the world.</p> <p>C: explain that poets often use technology or digital tools to publish or produce writing.</p> <p>TP: today, teach and help students finish their final poem publishing.</p> <p>Go over with students of all the big feels and small moments they have included in their poems. Help students find presentation places to hang or distribute poems,</p> <p>AE: Give students and guests a copy of map or itinerary of poetry stops around your room. Have students post and perform.</p> <p>L: Remind students to share strategies with guests and other students they used to get to this publishing point.</p> <p>S: Post Celebration- Students reflect on poetry, and consider collecting all of students' poems for a class poem anthology.</p>

	S: rally your students to share recent work with each other in a museum share. Channel them to walk around noticing what their fellow poets have done.	their own writing and revision work for the day. S: Close the session by reading aloud a poem by a child who tried something new, who stretched beyond today's mini-lesson, and whose poem offers something new.	one child's poem elicits strong feelings through clear images		
	<u>Student Independent Practice</u> SW work on their writing while teacher conferences with students	<u>Student Independent Practice</u> SW complete point of view activity (formative)	<u>Student Independent Practice</u> Review feeling words and picture words with activity- Second Graders show not tell	<u>Student Independent Practice</u> SW work on their writing while teacher conferences with students	<u>Student Independent Practice</u> SW present with partners and class a published poem
Science	<u>Focused Lesson</u> Studies Weekly-The Sun	<u>Focused Lesson</u> Studies Weekly-The Sun	<u>Focused Lesson</u> Bill Nye the Science Guy- The Sun Part 1 (Safari Montage)	<u>Focused Lesson</u> Bill Nye the Science Guy- The Sun Part 2 (Safari Montage)	<u>Focused Lesson</u> The Sun- Kahoot It!
	<u>Student Independent Practice</u> Studies Weekly Assessment	<u>Student Independent Practice</u> Studies Weekly Literacy Connection	<u>Student Independent Practice</u> Bill Nye Video Quiz (19 points) Formative	<u>Student Independent Practice</u> Bill Nye Video Quiz (19 points) Formative	<u>Student Independent Practice</u> The Sun article w/questions (7 Points) Summative

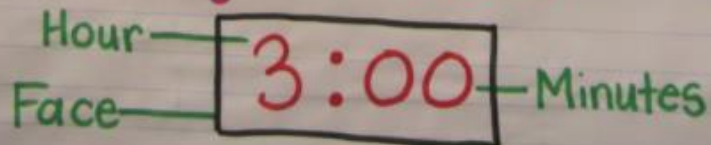
Measuring Time

We measure time using clocks.

Analog Clock



Digital Clock



We say, "3 o'clock"