

Week of : February 8, 2021

Grade Level: 2nd

**PYP Cultures May Rely on Patterns in the Natural World to Help Express Themselves**

**Prioritized Standards Addressed This Week:**

**Math 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. 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.

**Advanced Level:** **NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.

**NBT.2** 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.

**MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

**MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot.

**Reading/ ELA:** ELAGSE2RI2: I can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI3: I can describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RL4: 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-**I can focus on a topic and strengthen my writing as needed by revising and editing

W.2.2. I can write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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

S2E2. I can obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun’s effect on Earth .

**Asterisk & Highlighted items will be graded**

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

<b>Math</b>	<u>On Focused Lesson</u> Review measurement for unit 3 assessment.	<u>Adv Focused Lesson</u> Review for unit 1 assessment	<u>On Focused Lesson</u> Review length word problems for unit 3 assessment.	<u>Adv Focused Lesson</u> Review for unit 1 assessment	<u>On Focused Lesson</u> Unit 3 Assessment	<u>Adv Focused Lesson</u> Unit 1 assessment	<u>On Focused Lesson</u> Unit 3 Assessment	<u>Adv Focused Lesson</u> Unit 1 assessment	<u>On Focused Lesson</u>	<u>Adv Focused Lesson</u>
	<u>Student Independent Practice</u>	<u>Student Independent Practice</u>	<u>Student Independent Practice</u>	<u>Student Independent Practice</u>	<u>Student Independent Practice</u> Unit 3 Assessment	<u>Student Independent Practice</u> Unit 1 assessment	<u>Student Independent Practice</u> Unit 3 Assessment	<u>Student Independent Practice</u> Unit 1 assessment	<u>Student Independent Practice</u>	<u>Student Independent Practice</u>
<b>Reading</b>	<u>Focused Lesson:</u>  Amping Up Books Assessment (Quiz)		<u>Focused Lesson:</u> <b><u>Nonfiction Book Clubs UNIT SESSION 1:</u></b>  Connection: Just like the library nonfiction area is organized by topics we can do the same thing with our books.  TP: Readers today I want to teach you that you and your club members can sort the books from our library into topics you might want to read about. You can		<u>Focused Lesson:</u> <b><u>Session 2:</u></b> Connection: As you may remember, earlier in the year we studied non-fiction reading materials. There were different strategies we used to assist with this reading.  TP: Readers, today I want to teach you that you need not start from scratch when you read a new book! You already know many strategies to use when reading nonfiction books. You		<b><u>Focused Lesson:</u></b> <b><u>Session 3:</u></b> Connection: We spent a lot of time reading the two different Tigers books a few weeks ago. Do you remember how we were able to find a lot of information in different ways? For example, we saw question and answers in one of the books. Authors of nonfiction want to share all of their information but they want to be creative and share it in ways that are interesting		<u>Focused Lesson:</u> Teacher Workday	

		<p>use everything you know about previewing and predicting to make a guess about what each book is mostly about. For each book you can say, "Are there other books like this one? Are there other books that fit with this one? Are there other books on the same topic? Books that go together can be put in the same basket?"</p> <p><b>AE:</b> One way to do this is putting each book with other books like it, depending on what it is about. You can do the same thing when you read information books. You can ask, 'What was this bit of text about?' and make a mental container or category. Model this with Bugs! Bugs! Bugs! First read a couple pages and then</p>	<p>can use the charts in our classroom as a reminder of all the reading work you already know how to do. Any time you pick up a book, before you even start reading, always think, "What kind of text is this? What strategies do I know for reading this kind of text?"</p> <p><b>AE:</b> Remember that non-fiction readers think of facts, questions and responses. They also reread to make sure they understand as they go. They also reread so they don't forget what they're reading. Stop often and ask yourself, "does this make sense?" Think before you write.</p> <p><b>Link:</b> Today readers, before you leave the rug, take a moment to stop and jot down on post its:</p>	<p>for the reader. They don't always share the information in the same way.</p> <p><b>TP:</b> Today I want to teach you that readers can get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains. Then they can make a plan for how best to read each section. Demonstrate starting a new book by reading the title, and noticing the cover, as usual. Next, highlight how you take a tour of all pages of the book, looking for clues about how the book is divided into sections, and how each section is structured. (Gail Gibbons books are great at including different text structures.)</p> <p><b>AE:</b> Refer to anchor chart about text structure. Show a few different examples of</p>	
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demonstrate how to make the mental containers, "how bugs hunt for prey" and "why bugs hunt for prey" and "how bugs trick their enemies." When you read on, you may decide, "Oh, this taught me that assassin bugs inject other bugs with poison—that goes in 'how bugs hunt for prey.' And I learned that stinkbugs give off a smell when they are in danger—that goes in the 'how bugs trick their enemies' category."

**Link:** So today readers when you meet with your book clubs you will each have a book bin. Make labels for these bins based on the topics of your books. Be specific with your topics and be prepared to bring

K-W-L to set up their reading

text structure and have students Think-Pair-Share which type of structure they think is displayed.

Link: As students read today they should first determine the text structure and jot it down on a post-it to share later.

		your bins to Share time and discuss why you gave the labels that you did.			
	<u>Student Independent Practice</u> Poetry Quiz Summative	<u>Student Independent Practice</u> Nonfiction Book Title Sort (Seesaw)	<u>Student Independent Practice</u> Telephones Now and Then Article and complete Nonfiction Graphic Organizer	<u>Student Independent Practice</u> Explore Space Article and complete Informational Text Graphic Organizer	<u>Student Independent Practice</u>
<b>Writing</b>	<p><u>Focused Lesson:</u> Session 17 Presenting Poems to the World 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. 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, 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><u>Focused Lesson:</u> Student Poem Celebration</p>	<p><u>Focused Lesson:</u> <b>Lab Reports and Science Books</b> <b>Session 1: Introduce new Writing unit Learning to Write About Science</b></p> <p>C: Ask TS to visualize the kind of writing work scientists do, and then describe that work</p> <p>TP: Scientists conduct experiments to learn about the world, they have a certain way they usually write-they use a lab report format.</p> <p>AE: Take TS through the process of doing an experiment and writing a lab report. Coach them as they form and record a hypothesis, then conduct &amp; record the experiment.</p>	<p><u>Focused Lesson:</u> <b>Session 2 Studying a Mentor Text: Procedural Writing Forces and Motion</b></p> <p>Conn: Help TS understand the purpose of writing up their experiments with exact precise information. Then name the questions that will guide the inquiry: What does a scientist do when writing the procedure section of his/her lab report? How do procedures go?</p> <p>TP: Name the questions that will guide the inquiry.</p> <p>TE&amp;AE: Set TS up for a mini inquiry preparing them to study a mentor text for something they could try in their own writing.</p>	<p><u>Focused Lesson:</u> Teacher Workday</p>

	S: Post Celebration- Students reflect on poetry, and consider collecting all of students' poems for a class poem anthology.		Link: Set TS up to conduct & record the second leg of the experiment with more independence, while still in the meeting area, contrasting the results from this trial with those from the earlier trial.	Introduce the mentor text and encourage TS to study it.  Link: Explain that writers will all begin anew, writing a whole new procedure page and set them up to imagine how it will be much better	
	<u>Student Independent Practice</u> SW Conference w/TT	<u>Student Independent Practice</u> SW present their poems	<u>Student Independent Practice</u> SW work on their experiment/writing while teacher conferences with students	<u>Student Independent Practice</u> SW work on their experiment/writing while teacher conferences with students	<u>Student Independent Practice</u>
<b>Science</b>	<u>Focused Lesson</u> BrainPop Jr. - The Earth and quiz	<u>Focused Lesson</u> What causes day and night	<u>Focused Lesson</u> <a href="https://www.youtube.com/watch?v=wz01pTvuMa0">https://www.youtube.com/watch?v=wz01pTvuMa0</a> Use this video to discuss why we have phases of the moon. Flocabulary- Phases of the Moon: <a href="https://www.youtube.com/watch?v=xBc8QHSsFgE">https://www.youtube.com/watch?v=xBc8QHSsFgE</a>	<u>Focused Lesson</u>  Brain pop jr the moon  T/S will view and discuss the moon phases.  <a href="https://jr.brainpop.com/science/space/moon/">https://jr.brainpop.com/science/space/moon/</a>  A Video to explain the phases of the moon:  <a href="https://www.youtube.com/watch?v=NCweccNOaqo">https://www.youtube.com/watch?v=NCweccNOaqo</a>	<u>Focused Lesson</u>
	<u>Student Independent Practice</u> Observing the Sun and the Moon Nearpod (Student Paced or Live Participation) <a href="https://share.nearpod.com/e/nuc33O8Rydb">https://share.nearpod.com/e/nuc33O8Rydb</a>	<u>Student Independent Practice</u> Day and Night Flipbook	<u>Student Independent Practice</u> The Moon Science Notebook Pg 34-35  Phases of the Moon Nearpod  <a href="https://share.nearpod.com/e/Mbd7wpkSydb">https://share.nearpod.com/e/Mbd7wpkSydb</a>	<u>Student Independent Practice</u> <b>Science Notebook pg 38 (Formative)</b>  Phases of the Moon Nearpod  <a href="https://share.nearpod.com/e/zzO1kZISydb">https://share.nearpod.com/e/zzO1kZISydb</a>	<u>Student Independent Practice</u>

