

Week 24 Week of : February 16, 2021

Grade Level: 2nd

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

Prioritized Standards Addressed This Week:

Math

On-Level: NBT.6 I can add up to four 2 digit numbers using various strategies.

Reading/ ELA : RI.5: I can use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Writing:

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.

W5- With guidance and support from adults and peers, 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..

Science: I can explain the reason for seasons.

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> Unit 4 Pre-Assessment	<u>Adv Focused Lesson</u> Unit 2 Pre-Assessment	<u>On Focused Lesson</u> SW practice making 10's to add 1-2 digit (with 3-4 addends) using making 10 strategy or decomposing-use base 10 blocks as needed TW use presentation and base-10 blocks to model how to add three	<u>Adv Focused Lesson</u> TTW review arrays and repeated addition	<u>On Focused Lesson</u> Addition strategy-decomposing with four 2 digit numbers https://learnzillion.com/lesson_plans/5065-decompose-and-compose-numbers/	<u>Adv Focused Lesson</u> TTW model different ways to model a multiplication equation using the Frayer Model	<u>On Focused Lesson</u> Addition strategy-adding 4 2-digit numbers using variety of strategies	<u>Adv Focused Lesson</u> TTW introduce the properties of multiplication (associative and distributive property)

					two-digit numbers.					
	<u>Student Independent Practice</u>	<u>Student Independent Practice</u>	<u>Student Independent Practice</u> Unit 4 Pre-Assessment	<u>Student Independent Practice</u> Unit 2 Pre-Test	<u>Student Independent Practice</u> Adding three two-digit numbers using base 10 blocks	<u>Student Independent Practice</u> SW create an array and write the matching equation using repeated addition and multiplication	<u>Student Independent Practice</u> Adding three 2-digit numbers	<u>Student Independent Practice</u> Multiplication Frayer Model project	<u>Student Independent Practice</u> Adding three 2-digit numbers game	<u>Student Independent Practice</u> Properties of Multiplication Worksheet (Seesaw) Formative 25 points
<i>Reading</i>	<u>Focused Lesson:</u>	<u>Focused Lesson:</u> Session 4: Connection: Remember how we learned about text features in unit 2. When we toured our book yesterday what text features did you notice? TP: "Today I want to teach you that readers can break longer texts apart into manageable sections. As they read use clues to figure out how to break the text apart: <ul style="list-style-type: none"> Heading and subheading 	<u>Focused Lesson:</u> Session 5: Scientists Learn from Other Sources as Well as from Experiments Conn: Channel TS to share what they know about what scientists do, then suggest today you will add one more to their list. TP: The more a person knows about a topic, the better he/she can write.	<u>Focused Lesson:</u> Session 6: Connection: Yesterday we worked on stopping and thinking often about key details. TP: Today I want to teach you that readers don't just read each page or section of their book separately. They gather information across an entire book, thinking, "How does this page fit with the one before it?" Other times, they'll want to pause,	<u>Focused Lesson:</u> Session 7: Connection: Yesterday we worked on gathering information over an entire book. We asked questions connecting the sections together and reviewing what each section is teaching us. TP: Today I want to teach you that readers teach their clubmates the main ideas of what they've learned. You can use your hand and your five fingers to help you stay organized.					

		<ul style="list-style-type: none"> • New pages • Paragraphs • Pictures <p>Preview or take a tour of a book. Notice how the topics change depending on the heading, subheading, new pages, paragraphs, and pictures.</p> <p>AE: Take a book out of your group's bin and show your partner/book club a part that interests you. How do you know what it will be about or how is it different than another section or page? Example: I know this part will be about _____ because _____"</p> <p>Link: Remember that when you're reading a longer book you can break it into smaller, more manageable parts to read. Stop and think/jot about each section after you read it.</p>	<p>TE & AE: Elevate the idea of learning from a lecture by suggesting this occurs at colleges all the time, Explain that you will give your lecture twice and set TS up to take notes. Ask TS to turn and teach each other what they just learned.</p> <p>Link: Set TS up to read more sources and to take notes about new information to then add into their writing</p>	<p>section by section, thinking, "How does this part fit with the one before it? Or What are both parts talking about?"</p> <p>AE: Within your BC find how Headings/Subheadings link parts of the book together.</p> <p>Link: When you go to BC, remember to preview your books to see how the various sections of each book link to one of your other club members books.</p>	<p>AE: Refer to the class story/example, have the students turn to their partners and practice their palm and five finger main ideas.</p> <p>Link: Remember when we are looking for the main ideas on texts, we can use our palm and five fingers to keep us on track!</p>
	<p><u>Student Independent Practice</u></p>	<p><u>Student Independent Practice</u> Nonfiction book from Reading A-Z (Country Focus or Black History Person) Main Section Graphic Organizer.</p>	<p><u>Student Independent Practice</u> TS will read a Nonfiction (Big Ben and Westminster Palace) book and complete KWLS Chart.</p>	<p><u>Student Independent Practice</u> Nonfiction Text Features https://youtu.be/3mA19QMJJT <u>o</u> Seesaw Text Feature Hunt using a book from the club book</p>	<p><u>Student Independent Practice</u> Read, "A Hero in Disguise," and Answer main idea comprehension questions. Formative (13pts) Multiple choice 1pt each Written Response 2pts each</p>

Writing

<p><u>Focused Lesson:</u></p>	<p><u>Focused Lesson:</u> Session 3: New Wonderings, New Experiments</p> <p>Conn: Tell TS that just as they revised their lab reports, scientists also revise their experiments. Tally kids to design and conduct their own variations on the class's first experiment.</p> <p>TP: Scientist don't just follow someone else's recipe to do an experiment, they come up with their own experiments.</p> <p>TE & AE: Demonstrate your step-by-step process: reread your lab report, think about how things could have gone differently, imagine a way to test things out, plan a new experiment and then record it.</p> <p>Recall what you did that you hope students do when conducting their very different experiments.</p>	<p><u>Focused Lesson:</u> Session 4: Authors Share Scientific Ideas/Conclusions</p> <p>Conn: Remind TS that the previous share session left them asking why, and channel them to continue speculating explanations for that phenomenon</p> <p>TP: Question: When a scientist has collected some results and has formed new hypotheses about why she got those results, how does she write a conclusion?</p> <p>TE & AE: Introduce a mentor lab report, and coach writers to research the piece as they read through it, learning how their own writing could go. Scaffold students' inquiry collecting their observations</p>	<p><u>Focused Lesson:</u> Session 5: Scientists Learn from Other Sources as Well as from Experiments</p> <p>Conn: Channel TS to share what they know about what scientists do, then suggest today you will add one more to their list.</p> <p>TP: The more a person knows about a topic, the better he/she can write.</p> <p>TE & AE: Elevate the idea of learning from a lecture by suggesting this occurs at colleges all the time, explain that you will give your lecture twice and set TS up to take notes. Ask TS to turn and teach each other what they just learned.</p> <p>Link: Set TS up to read more sources and to take notes about new information to then add into their writing</p>	<p><u>Focused Lesson:</u> Session 6: Student Self-Assessment and Plans</p> <p>Conn: Remind students how they had to practice their morning routines over and over in the beginning of the year, but now they do the whole routine without help. Tell TS that they are ready to do lots of things without help including checking their own writing.</p> <p>TP: 2nd grade writers can figure out how to make their writing the best it can be. You can use the Informational Writing Checklist to help.</p> <p>TE&AE: Build excitement around the 2nd and 3rd grade checklist. Demonstrate using the checklist with your demo lab report and setting goals for upcoming work. Set children up to practice using another part of the checklist. Gather students and reiterate comments students made regarding goal setting.</p> <p>Link: Restate the teaching point and set children up for</p>
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	<u>Student Independent Practice</u>	<p><u>Student Independent Practice</u></p> <p>SW work on their writing while teacher conferences with students</p>	<p><u>Student Independent Practice</u></p> <p>SW work on their writing while teacher conferences with students</p>	<p><u>Student Independent Practice</u></p> <p>SW work on their writing while teacher conferences with students</p>	<p><u>Student Independent Practice</u></p> <p>SW work on their writing while teacher conferences with students</p>
Science	<u>Focused Lesson</u>	<p><u>Focused Lesson</u></p> <p>Nearpod- TSW understand the difference between rotation and revolving https://share.nearpod.com/e/KtZ9DxpuKdb</p>	<p><u>Focused Lesson</u></p> <p>Nearpod- seasons https://share.nearpod.com/e/0aaXU88uKdb Students will add the rotate and revolve sheet for notebook</p>	<p><u>Focused Lesson</u></p> <p>Epic - Books for Kids (getepic.com) video review</p>	<p><u>Focused Lesson</u></p> <p>Bill Nye- Earth's Season in Safari Montage</p> <p>Seasons book – Questions and Label pts. 12 pts. Formative</p>

					
	<p><u>Student Independent Practice</u></p>	<p>Student Independent Practice - Students will start their Seasons book.</p>	<p>Student Independent Practice- Students will continue their Seasons book.</p>	<p>Student Independent Practice Conduct experiment TSW answer questions</p>	<p>Student Independent Practice TSW complete video journal pages</p>