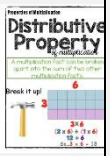
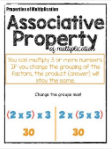
Week of : February 22, 2021	Grade Level: 2nd
PYP: Cultures may rely on patterns within the natural world to help them express themselves.	
Prioritized Standards Addressed This Week: . **Math** **On-Level:** NBT.7 I can add up to four 2 digit numbers using various strategies. I can add two 3-digit numbers using various strategies. **Advanced- Level:** MGSE3.OA.5. I can apply properties of operations as strategies to multiply and divide (Commutative, Distributive, and Associative).	
Reading 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:** 2W2: 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.	
Social Studies/Science: S2E2d: I can describe, illustrate, and predict how the appearance of the moon changes over time in a pattern.	
Asterisk & Highlighted items will be graded	

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Math	On Focused Lesson Add 3-digit numbers by decomposing and base 10 block pictures. TTW model: 417 people went to the zoo on Saturday. 243 people went to the zoo on Sunday. 334 people went to the zoo on Monday.	Adv Focused Lesson Properties of Multiplication- Distributive 	On Focused Lesson Add 3-digit numbers using an open number line. TSW practice adding three digit numbers on an open number line (no regrouping) Teacher Toolbox - Math Grade 2 (teacher-toolbox.com)	Adv Focused Lesson Properties of Multiplication- Commutative 	On Focused Lesson Add 3-digit numbers using a vertical equation. TSW practice adding using standard algorithm (with regrouping if they're ready)	Adv Focused Lesson Properties of Multiplication- Associative 	On Focused Lesson TTW review strategies of adding three digit numbers Solving word problems in folder.	Adv Focused Lesson Relationship of division and multiplication https://learnzillion.com/lesson_plans/8460/ Introduction to division strategies with handout	On Focused Lesson TTW review strategies of adding three digit numbers Adding w/ regrouping using base ten blocks - YouTube	Adv Focused Lesson Relationship of division and multiplication There are two types of division. Division Song https://www.youtube.com/watch?v=oF2fITujB4c

	How many people went to the zoo over the weekend? TSW practice decomposing 3 digit numbers. Teacher Toolbox - Math Grade 2 (teacher-toolbox.com)									
	Student Independent Practice Three-digit addition using decomposing	Student Independent Practice Distributive Property Activity and Fact Fluency Practice (multiplication)	Student Independent Practice Addition on number line practice	Student Independent Practice Commutative Property Activity and Fact Fluency Practice (multiplication)	Student Independent Practice SeeSaw Practice	Student Independent Practice Associative Property Activity and Fact Fluency Practice (multiplication)	Student Independent Practice Teacher assigned IReady Lesson	Student Independent Practice IReady teacher assigned lesson Practice - Understand Division (Formative)	Student Independent Practice Practice continued from Thursday	Student Independent Practice Division Practice with counters

Reading	**Focus Lesson** Session 8: Connection: Since we started this unit you have been demonstrating what you know about NF – text structure, making plans for reading, thinking about main topics, and ideas, etc. We will continue all of this plus you will be working hard to grow your own big ideas about your books and sharing these ideas. TP: Expert NF readers do more than just learn information, they also come up with their own ideas about what they are learning. Use these words, "The idea I have is . . . or "I think . . . " Readers come up with great ideas and jot them down on a Post-it and then read on, looking for the parts of the book that fit with their idea. AE: Using mentor text demonstrate monitoring your comprehension and stopping when you come to a critical part of the text you can wonder about.	Focus Lesson Session 9: Connection: Select a book that is going to allow student to push past the "wow", gravity book when given as an example TP: Today I want to teach you that reader explain their thinking using details from the text AE: Each students has a sticky note "in my opinion" "I agree/disagree" Link: Students open reading notebook and jot their inference after the reaction.	Focus Lesson Session 10: Designing and Writing a New Experiment Conn: Situate the students in the work of the unit so far, and let them know that they can continue with their plans today. TP: Today I want to teach you that scientists study their results to learn, think, write and experiment more. They do this by first revisiting their experiment and asking, "What am I wondering?" what else do I want to find out? What is my plan? Then, they experiment again. TE&AE: Set writers up to explore a new problem. I want you to think about the problem you are going to solve Link: Remind students of the way scientists structure their writing. Reference—write like a scientist chart	Focus Lesson Session 11: Editing Conn: Liken the particular ways in which children talk about things they know well to how scientists talk about the subjects they study using specialized words. TP: Teach the concept of technical language, inviting children to brainstorm domain-specific terms they know on topics they know well. TE & AE: Redirect children's attention to the shared class topics, forces and motion, and together, generate a list of relevant domain specific-words. Link: Suggest that children review their work to be sure it includes forces and motions lingo and if not, to incorporate it in clear, thoughtful ways.	Focus Lesson Session 12: Drawing on All We Know to Rehearse and Plan Information Books Conn: Drumroll the start of a new bend and channel writers to quickly locate a topic they can teach an information book about forces and motion with. TP: Name and explain you topic choice and demonstrate planning how your teaching and writing will go. TE & AE: Channel children to think of a topic they could teach others, then ask partners to have to go at describing each section of their booklet to each other. Link: Restate the teaching point making it applicable to not only today but every day.

	Stop and jot a wondering, an idea, or an opinion you have about the topic at that point. Explain how your thought connects to the facts in the text. Tell students that as you read on, they should be listening for ideas they wonder about the mentor text. Stop again after a few lines of reading and ask partners to discuss and jot down a wondering, new idea, or opinion they have about the text at that point. Give them one minute to discuss and write. Monitor and listen as partners talk about ideas to guide their thinking and linking it to facts in the text. Have a partnership who understand the concept to share with the whole group. Link: Everyone's post-its should be saved on a chart for wonderings about the mentor text, so that you can refer to it later as you continue reading text in read aloud or later mini lesson.				

	Student Independent Practice Students will jot down wonders from NF mentor text and share.	Student Independent Practice Secret Codes: Underground Railroad Passage (citing evidence)	Student Independent Practice 20 minutes on iReady Reading	Student Independent Practice The Olympics: Then and Now (Formative) 10 points	Student Independent Practice 20 minutes on iReady Reading
Writing	Focused Lesson: Session 4: Authors Share Scientific Ideas/Conclusions **Conn**: Remind TS that the previous share session left them asking why, and channel them to continue speculating explanations for that phenomenon **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? **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 on a class anchor chart.	Focused Lesson: 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. **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. **Link:** Set TS up to read more sources and to take notes about new information to then add into their writing.	Focused Lesson: Session 6: Student Self-Assessment and Plans **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. **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. **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.	Focused Lesson: Session 7: Remember All You Know about Science and about Scientific Writing for New Experiments **Conn:** Remind students that they have "published" their results by sending them into the community, and rally their enthusiasm to do so again, with even more clarity, with another set of experiments. **TP:** When scientists conduct an experiment, they remember all they know not only about science itself but about writing about science, too. **TE & AE:** Ask children to bring past knowledge and experience, both to hypothesize and to plan their writing about this experiment. Channel children to plan and record a procedure for testing their hypothesis. Organize a fishbowl, with four volunteers going through the experiment that the class has	Focused Lesson: Session 8: Studying a Mentor Text **Conn:** We organize our supplies in desks, we organize our folders and journals, and we organize ourselves in meeting spots. **TP:** Scientists organize their writing. We explored this a little with the procedural and conclusion pages. Remember how we noticed what writers did when they wrote those pages, and then we went back to our own writing and revised to make it stronger. **TE & AE:** Students will work in partners to explore mentor text, focusing on particular

	Link: Send TS off to revise their lab reports, using all they have learned from the mentor lab report.		**Link:** Restate the teaching point and set children up for independent work using their checklists.	planned, while you coach and the class records. Channel students to record their planned procedures, emphasizing the importance of precise procedures. Encourage them to record their results, including the unit of measurement. **Link:** Send children off to test their hypotheses, reminding them to write up their experiment so that others can use and replicate their results.	aspects. Point out features you hope they will notice. **Link:** Suggest some choices that students have based on what they've discussed in their inquiry. Tell students to think about what they might try today based on observations from the mentor text.
	Student Independent Practice work on science lab report	Student Independent Practice work on science lab report	Student Independent Practice work on science lab report	Student Independent Practice work on science lab report	Student Independent Practice work on science lab report
Social Studies	Focused Lesson **Phases of the Moon** Watch short video via Nearpod: Moon Phases https://share.nearpod.com/e/yhTqhKaeZdb	Focused Lesson **Phases of the moon** Watch the video Space Travel to the moon: https://youtu.be/we6HBSWkQnE	Focused Lesson **Virtual Field Trips to the moon** **https://docs.google.com/presentation/d/e/2PACX-1vSUuYQ1K_GpOXwKkWj70BR2u3NBIMpbY-QTLnAs-vu05dOkkN3Vo0dhQBJ42_IN43NMqVdZtDeIXf8R/pub?start=false&loop=false&delayms=3000&slide=id.p**	Focused Lesson **TTW review the project and rubric with students.** **Earth Science Project**: Students will choose one topic to research and present. Topic choices are the moon (including moon phases), the sun (including day/night, seasons, and shadows), or constellations (including famous constellations and their purpose).	Focused Lesson **Earth Science Project**: Students will choose one topic to research and present. Topic choices are the moon (including moon phases), the sun (including day/night, seasons, and shadows), or constellations (including famous constellations and their purpose).
	Student Independent Practice	Student Independent Practice Seesaw: Moon Phases TSW put together and read the Phases of the moon mini book.	Student Independent Practice Students will work on projects. Phases of the moon diagram project	Student Independent Practice Students will work on projects.	Student Independent Practice Students will work on projects.

	TSW read the article: The Moon in Our Solar System Nonfiction Graphic Organizer TSW begin the phases of the moon tracker calendar for next 4 days. Students will need to observe the moon in the night sky. If the moon is unavailable use https://www.moongiant.com/phase/today/		Directions in link below: https://sciencebob.com/oreo-cookie-moon-phases/ 	Example Projects: PowerPoint or Prezi on moon phases, stars and constellations, or how the seasons occur, etc..., 2D or 3D Model showing the phases of the moon or day/night.	TSW present 4-day tracker of moon phases.