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:

<u>Math</u>

<u>On-Level:</u> 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).

<u>Reading</u> 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

	MOND	AY	TUESD	AY	WEDN	ESDAY	THUR	SDAY	FF	RIDAY
Math	On Focused	Adv	On Focused	Adv	On Focused	Adv Focused	On Focused	Adv Focused	On	Adv Focused
	Lesson	Focused	Lesson	<u>Focused</u>	Lesson	Lesson	Lesson	Lesson	Focused	Lesson
		Lesson		Lesson		Properties of		Relationship	Lesson	Relationship of
	Add 3-digit	Properti	Add 3-digit	Properties of	Add 3-digit	Multiplicatio	TTW review	of division		division and
	numbers by	es of	numbers using an	Multiplicatio	numbers	n-	strategies of	and	TTW	multiplication
	decomposin	Multipli	open number line.	n-	using a	Associative	adding three	multiplication	review	
	g and base	cation-	mon	Commutativ	vertical	Associative Property	digit numbers	https://learnzilli	strategie	There are two
	10 block	Distribu	TSW practice	Provertiene villed infinite data	equation.	Nou can multiply 3 on more numbers. IF you change the grouping of the	0.1.' 1	on.com/lesson_ plans/8460/	s of	types of division.
	pictures.	tive	adding three digit	Commutative Property	TSW	charge the groups and	Solving word	<u>piulis/0-100/</u>	adding	Division Song
	pictures.	Distributive Property	numbers on an open	Sectors and the product for any order and the product for any order and the product for any order and the product for the product of the sectors.	practice	(2 x 5) x 3 2 x (5 x 3) 30 30	problems in	Introduction to	three	https://www.yout
	TTW model:	A multiplication Fact can be broken opent ato the sum of two other multiplication Ports	number mie (no	3 x 5 = 15	adding using		folder.	division	digit	ube.com/watch?v
	i i i i iliouoli	Break it upl 6	regrouping)	5 x 3 = 15	standard			strategies with	numbers	<u>=oF2fITujB4c</u>
	417 people	Break it up 3 3×6 (2 x 6) + (1 x 6) 4(3 × 6) + (2 ×			algorithm			handout	Adding	
	went to the				uigoiniiii				w/	
	zoo on				(with				regroupi	
	Saturday.		<u>Teacher Toolbox -</u>		regrouping if				ng using	
	243 people		Math Grade 2		they're				base ten	
	went to the		(teacher-		ready)				blocks -	
	zoo on		toolbox.com)						YouTub	
	Sunday. 334								<u>e</u>	
	people went								-	
	to the zoo on									
	Monday.									

How many people went									
to the zoo over the									
weekend?									
TSW practice decomposin									
g 3 digit numbers.									
<u>Teacher</u> <u>Toolbox -</u> <u>Math Grade</u>									
<u>2 (teacher-</u> toolbox.com									
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<u>Student</u> <u>Independent</u>	<u>Student</u> Indepen	<u>Student</u> Independent	<u>Student</u> Independent	<u>Student</u> Independent	<u>Student</u> Independent	<u>Student</u> Independent	<u>Student</u> <u>Independent</u>	<u>Student</u> Indepen	<u>Student</u> Independent
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Three-digit addition	Distribu tive	Addition on number line	e Property Activity and	SeeSaw Practice	Property Activity and	Teacher assigned	teacher assigned	Practice	with counters
using	Propert	practice	Fact Fluency Practice	Thenee	Fact Fluency Practice	IReady	lesson Practice -	continue d from	
decomposin g	y Activity		(multiplicati		(multiplicatio	Lesson	Understand	Thursda	
	and Fact		on)		n)		Division (Formative)	У	
	Fluency Practice								
	(multipl ication)								
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Dent	Focus Lesson	Focus Lesson	Focus Lesson	Focus Lesson	Focus Lesson
Reading		Session 9:	Session 10: Designing and	Session 11: Editing	Session 12: Drawing on All
		Connection: Select a book that is	Writing a New Experiment		We Know to Rehearse and
	Session 8:	going to allow student to push past the	Conn: Situate the students in the	Conn: Liken the particular ways	
		"wow", gravity book when given as	work of the unit so far, and let	in which children talk about	Plan Information Books
	Connection: Since we	an example		things they know well to how	
	started this unit you	TP: Today I want to teach you that	them know that they can	scientists talk about the subjects	Conn: Drumroll the start of a
	have been	reader explain their thinking using	continue with their plans today.	they study using specialized	new bend and channel
	demonstrating what	details from the text		words.	writers to quickly locate a
	you know about NF –		TP: Today I want to teach you	TP: Teach the concept of	topic they can teach an
	text structure, making	AE: Each students has a sticky note	that scientists study their results	technical language, inviting	information book about
	plans for reading,	"in my opinion" "I agree/disagree"	to learn, think, write and	children to brainstorm domain-	forces and motion with.
	thinking about main	Link: Students open reading notebook	experiment more. They do this	specific terms they know on	forces and motion with.
	topics, and ideas, etc.	and jot their inference after the	by first revisiting their	topics they know well.	
	We will continue all of	reaction.	experiment and asking, "What	TE & AE: Redirect children's	TP: Name and explain you
	this plus you will be		am I wondering?" what else do I	attention to the shared class	topic choice and demonstrate
	working hard to grow		want to find out? What is my		planning how your teaching
	your own big ideas		plan? Then, they experiment	topics, forces and motion, and	and writing will go.
	about your books and		again.	together, generate a list of	
	sharing these ideas.		ugam.	relevant domain specific-words.	TE & AE: Channel children
	shanng mese ideas.			Link: Suggest that children	to think of a topic they could
			TE&AE: Set writers up to	review their work to be sure it	teach others, then ask
	TP: Expert NF readers		explore a new problem. I want	includes forces and motions	partners to have to go at
	do more than just		you to think about the problem	lingo and if not, to incorporate	describing each section of
	learn information,		you are going to solve	it in clear, thoughtful ways.	their booklet to each other.
	they also come up				their booklet to each other.
	with their own ideas		Link: Remind students of the		
	about what they are		way scientists structure their		Link: Restate the teaching
	learning. Use these		writing. Reference—write like a		point making it applicable to
	words, "The idea I		scientist chart		not only today but every day.
	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.				

Stop and join a wondering, an idea, ar an ophilon 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 methor text. at will not of reading and ack patheses at wondering, new bace about the text them one minute to discuss and write. Monitor and listen as patheses them one minute to discuss and write. Monitor and listen as patheses the value apatheses the value ap					
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	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. 	 <u>Focused Lesson:</u> 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. 	 <u>Focused Lesson:</u> 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. 	 <u>Focused Lesson:</u> 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 <u>Practice</u> 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	Focused Lesson	Focused Lesson	Focused Lesson	Focused Lesson	Focused Lesson
Social	Phases of the Moon	Phases of the moon	Virtual Field Trips to the	TTW review the project and	Earth Science Project:
Studies	Watch short video via	Watch the video Space Travel	moon	rubric with students.	Students will choose one
	Nearpod: Moon	to the moon:	https://docs.google.com/	Earth Science Project:	topic to research and
	Phases	https://youtu.be/we6HBSWkQ	presentation/d/e/2PACX-	Students will choose one	present. Topic choices are
	https://share.nearpo	<u>nE</u>	1vSUuYQ1K GpOXwKkWj	topic to research and	the moon (including moon
	d.com/e/yhTqhKaeZd		70BR2u3NBIMpbY-	present. Topic choices are	phases), the sun
	<u>b</u>		QTLnAs-	the moon (including moon	(including day/night,
			vu05dOkkN3Vo0dhQBJ42	phases), the sun (including	seasons, and shadows), or
			_IN43NMqVdZtDeIXf8R/p	day/night, seasons, and	constellations (including
			ub?start=false&loop=false	shadows), or constellations	famous constellations and
			&delayms=3000&slide=id.	(including famous	their purpose).
			<u>a</u>	constellations and their	
				purpose).	
	Student Independent	Student Independent Prestice	Student Independent Prestice	Student Independent Practice	Student Independent Presting
	Student Independent Practice	Student Independent Practice Seesaw: Moon Phases	Student Independent Practice Students will work on	<u>Student Independent Practice</u> Students will work on projects.	Student Independent Practice Students will work on
	Student Independent Practice	Seesaw: Moon Phases TSW put together and read the	Students will work on projects.	Student Independent Practice Students will work on projects.	<u>Student Independent Practice</u> Students will work on projects.
		Seesaw: Moon Phases	Students will work on		Students will work on

TSW read the article:	Directions in link below:	Example Projects: PowerPoint	TSW present 4-day tracker of
The Moon in Our Solar	https://sciencebob.com/oreo-	or Prezi on moon phases, stars	moon phases.
System	cookie-moon-phases/	and constellations, or how the	_
Nonfiction Graphic		seasons occur, etc, 2D or 3D	
Organizer	Oreo Cookie Moon Phases	Model showing the phases of	
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/		the moon or day/night.	