

Week 26 /Week of : March 1, 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

Advance: MGSE3.OA.1 I can interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. I can describe a context in which a total number of objects can be expressed as 5×7 .

MGSE3.OA.5. I can apply properties of operations as strategies to multiply and divide. For example, if $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) Use arrays, area models, and manipulatives to develop understanding of properties.

On-Level: NBT.7 I can add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.

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: 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: S2E2: I can demonstrate my understanding of stars, constellations, the moon, seasons, and day and night.

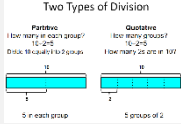
Science: S2P1. I can *investigate* the properties of matter and changes that occur in objects.

a. I can Identify the three common states of matter as solid, liquid, or gas.

b. I can Investigate changes in objects by tearing, dissolving, melting, squeezing, etc.

Asterisk & Highlighted items will be graded

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Math	On Focused Lesson 3-digit subtraction using base 10 blocks-no regrouping	Adv Focused Lesson The Relationship Between Multiplication/ Division: Review w/video https://learnzillion.com/lesson_plans/8460/ Demonstrate how the Distributive Property and Commutative Property relate to	On Focused Lesson 3-digit subtraction using an open number line-no regrouping	Adv Focused Lesson Two types of division Show video on two types of division. https://learnzillion.com/lesson_plans/3471-4-practice-representing-division-	On Focused Lesson 3-digit subtraction using standard algorithm no regrouping	Adv Focused Lesson Partitive and Quotative Division Share Video http://gpb.pbslearningmedia.org/resource/mg-bh.math.ns.two-div/two-kinds-of-division/ Create Anchor Chart	On Focused Lesson 3-digit subtraction using base 10 blocks-regrouping	Adv Focused Lesson Markers in Boxes activity https://www.illustrativemathematics.org/content-standards/tasks/1540 Students will practice the two types of division with this illustrative mathematics problem.	On Focused Lesson 3-digit subtraction using base 10 blocks-regrouping	Adv Focused Lesson Relate Division and Subtraction Lesson (Chapter 5: Lesson 3) TTW ask students what they think the relationship

		multiplication using manipulatives.		in-different-ways-fp/lesson?card=48874 Have students practice both types of division using counters.		 <p>Two Types of Division</p> <p>Partitive: How many in each group? 15 ÷ 3 = 5 Quotative: How many groups? 15 ÷ 3 = 5</p> <p>Partitive: How many in each group? 15 ÷ 5 = 3 Quotative: How many groups? 15 ÷ 5 = 3</p>	Guided Practice on Nearpod:			is between subtraction and division. TTW model how to subtract with division. $15 - _ - _ - _ - _ - _$ $_ - _ - _ = _$ 15 divided by 3 = Guided Practice: TSW practice p. 257-258
<u>Student Independent Practice</u> 3-digit addition-formative-10 pts.	<u>Student Independent Practice</u> Student Paced Nearpod: Fact Families for Multiplication and Division https://share.nearpod.com/e/uRUpxb9uaeb IREADY: Understand	<u>Student Independent Practice</u> 3-digit subtraction-no regrouping-number line	<u>Student Independent Practice</u> SW practice showing division two different ways with real world problems. Worksheet	<u>Student Independent Practice</u> 3-digit subtraction-no regrouping sheet	<u>Student Independent Practice</u> IREADY: Practice Understand Division Seesaw: Connecting Multiplication and Division	<u>Student Independent Practice</u> iReady teacher assigned lesson-Subtract Three-Digit Numbers or Subtract Within 1,000 on Number Lines	<u>Student Independent Practice</u> Division Basic WS pg 1 formative (10pts)	<u>Student Independent Practice</u> Workbook p. 435-436 even numbers	<u>Student Independent Practice</u> SW complete in Workbook p. 259-260 IREADY: Practice Division and Subtraction Word Problems	

		Division Part 2							
Reading	<p><u>Focused Lesson:</u></p> <p>Session 13</p> <p>Connection: Today you are going to take everything you have learned to teach others! We will use our group's sticky notes and posters to display all we have learned so far in our unit about our topic.</p> <p>TP: Readers don't absorb information-they think about why what they are learning is important.</p> <p>AE: Since this is the celebration, have students display their charts and posters from their book clubs. Distribute stickers to each student for questions or comments.</p> <p>Link: As you walk from poster to poster, leave post-its containing questions and comments that you have on the chart</p>	<p><u>Focused Lesson:</u></p> <p>Session 14</p> <p>Connection: You have been a doing great job exploring books on the same topic in your book clubs.</p> <p>TP: " Today I want to teach you that most nonfiction books only contain bits and pieces of the whole truth about a topic. Every author has to pick and choose what to include and what to leave out-there simply isn't room in one book to include everything! So one thing that readers do is think, 'What's missing from this book?' 'How is this book the same or different from other books on this topic?'"</p> <p>Teaching &AE:</p> <p>The teacher will read parts of two books. In one book, the teacher will point out general ideas on the topic. In the second book, the</p>	<p><u>Focused Lesson:</u></p> <p>Session 15</p> <p>Connection: Remember when we read the two different books on tigers and compared them? We are going to do that today with your book clubs.</p> <p>TP: Today I want to teach you that when readers lay their books side by side, they can name what each chapter or section was mostly about to compare it to other books.</p> <p>AE: Model by using both tiger books from Unit 2. Read first chapter or section of each book. Begin with a "wow" fact and then extend to determine the main idea or what that chapter or section is mostly about. Have students work with a partner in their book clubs to determine the main idea in the first chapter or section of their books.</p> <p>Link: Today, as you are reading your book club books, jot down the main idea of the chapter or section you are reading.</p>	<p><u>Focused Lesson:</u></p> <p>Session 16</p> <p>Connection: Remember how we have been taking post-it notes while we are reading the different books about sharks (or topic of choice)? You can use these post-its to find similarities and differences about your topic.</p> <p>TP: Today I want to teach you that when readers are trying to make sense of a text, it helps to look across their post-its and ideas, either on the same pages or across pages. First, they figure out a way to organize all of their information. And then they look at their post-its, side by side, and ask, 'How are these the same and how are they different?'</p> <p>T: Collect post-its from sharks (or topic of choice) books you have been reading aloud. Model laying out your books and post-it notes side by side. Model looking across your post-its and finding ways to organize them. Look for</p>	<p><u>Focused Lesson:</u></p> <p>Session 17: Letter to Teachers-Introductions and Conclusions: Addressing an Audience</p> <p>Suggested Connection: Highlight to your students that in their day to day lives, they have paid close attention to many kinds of introductions and conclusions. Ask them recall a beginning or ending of a favorite book, song, poem or movie.</p> <p>Suggested TP: Today I want to teach you that writers give their information books an introduction and conclusion. When writing introductions and conclusions, writers to try to get the reader's attention so they can highlight important information about a topic.</p> <p>AE: Provide students with a range of books (non-fiction) for them to look at which show different ways to begin a book (pose a question, start with dialogue, put the</p>				

	<p>for the book club to look over and discuss further</p>	<p>teacher will notice key pieces of information that was not in the first book. Show how this gave a whole new meaning to the topic. Model on a sticky note, how the books gave information on one topic. In this book/section it said, but in this book/section it said..</p> <p>Refer to the chart: Readers Compare and Contrast Books.</p> <p>Link: Now its your turn! Look at the notes you have taken on your books in book clubs. Notice what is the same/different from books on the same topic?</p>		<p>similarities and differences between them.</p> <p>AE: Show post-its from another part of the sharks (or topic of choice) texts and have students work with a partner to find similarities and differences between those post-its. Voice over while students are working and prompt them to provide evidence by asking, "Where does it say that? Is there another example? Prove it!"</p> <p>Link: Review Readers Compare and Contrast Chart (page 111) with examples of how to discuss similarities and differences with book clubs. Tell students to make sure they have post-its to bring to book club so they can compare and contrast their findings.</p>	<p>reader in the setting, give a sneak peek, etc.).</p>
	<p><u>Student Independent Practice</u></p>	<p><u>Student Independent Practice</u></p>	<p><u>Student Independent Practice</u></p>	<p><u>Student Independent Practice</u> Graded Reading Passage- Cheetahs</p>	<p><u>Student Independent Practice</u> IReady Seesaw</p>

Writing

Focused 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.

Focused 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

Focused 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

Focused 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.

Focused Lesson:

Session 13: Tapping Informational Know-How for Drafting

Conn: Ask students to review their tables of contents, selecting a chapter they are especially ready to write.

TP: Demonstrate planning and writing chapters and restate the strategy in clear and explicit language.

TE & AE: Set students up to plan a chapter of a second grader's informational book. Debrief--- highlight the work students did on the sample chapter that is transferable to other books and other topics.

Link: Send students off to begin drafting their information books, tucking in reminders about how to write informational texts and how to connect their writing to the science they have been learning.

	<u>Student Independent Practice</u> work on science lab report	<u>Student Independent Practice</u> work on science lab report	<u>Student Independent Practice</u> work on science lab report	<u>Student Independent Practice</u> work on science lab report	<u>Student Independent Practice</u> work on science lab report
<i>Social Studies /Science</i>	<u>Focused Lesson</u> Students will continue to work on their Unit 4 project.	<u>Focused Lesson</u> Students will continue to work on their Unit 4 project.	<u>Focused Lesson</u> Students will complete their Unit 4 project.	<u>Focused Lesson</u> IB Unit 5 Kickoff TW introduce new unit's central idea. Students add new inquiries to wonder wall. SW create new bulletin board items for the new unit.	<u>Focused Lesson</u> TTW use the Module below to introduce matter. Module 3 Lesson 1: Describing Matter
	<u>Student Independent Practice</u> Continue working on project	<u>Student Independent Practice</u> Continue working on project	<u>Student Independent Practice</u> Complete Unit 4 project	<u>Student Independent Practice</u> Complete IB Board and write wonders on index cards. TTW post wonders on board.	<u>Student Independent Practice</u> Be A Scientist Notebook pg. 106-107