

Week of : March 16, 2021

Grade Level: 2nd

PYP

Prioritized Standards Addressed This Week:

Math
On-Level: MD.8. I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
Adv Math: 3.MD.B.3 I can make a picture or bar graph to show data and solve problems using the information from the graphs.
Reading: 2.RL.2- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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.

Science S2P1. I can obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects

Asterisk & Highlighted items will be graded

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Math	<u>On Focused Lesson</u>	<u>Adv Focused Lesson</u> No School	<u>On Focused Lesson</u> Subtraction Practice with word problems with regrouping	<u>Adv Focused Lesson</u> TTW use the iReady Toolbox document: School Fair Helpers to model how to use multiplication or division to answer graphing questions.	<u>On Focused Lesson</u> Subtraction Practice with word problem with regrouping	<u>Adv Focused Lesson</u> TTW use the Lunches Bought Bar Graph to model how to interpret and analyze data to answer questions.	<u>On Focused Lesson</u> Illustrative Math Task	<u>Adv Focused Lesson</u> TTW explain the guidelines of the Illustrative Math Task	<u>On Focused Lesson</u> Illustrative Math Task	<u>Adv Focused Lesson</u> Illustrative Math Task
	<u>Student Independent Practice</u>	<u>Student Independent Practice</u>	<u>Student Independent Practice</u> Subtraction Word Problem Practice on Seesaw	<u>Student Independent Practice</u> TSW complete the rest of the School Fair Helpers assignment OR TSW complete the Favorite	<u>Student Independent Practice</u> IREADY	<u>Student Independent Practice</u> TSW complete the Paint Jars in Art Room graphing activity.	<u>Student Independent Practice</u> Illustrative Math Task	<u>Student Independent Practice</u> Illustrative Math Task	<u>Student Independent Practice</u> Illustrative Math Task	<u>Student Independent Practice</u> TSW continue and complete the Illustrative Math Task

			Sport Pictograph						
Reading	<u>Focused Lesson:</u> No School	<u>Focused Lesson:</u> Series Book Clubs Session 1: Connection: Launch the unit by pointing out that there is a familiar feeling to this, the start of the 4 th unit. It's like starting a book within a series- you have a sense of what to expect. TP: Today I want to teach you that when readers become an expert on series books-when they read a lot of books in a series- they especially collect knowledge about the characters who are the stars of the series. AE: The teacher will explain that reading a series is like watching a series show on TV, highlighting that in both instances children become experts on the star of the series. Set up the work of the bend.	<u>Focused Lesson:</u> Series Book Clubs Session 2: Connection: Ask kids to imagine themselves in a quick succession of problems and to think about how they would react in each scenario. TP: "Today I want to teach you that the way a person responds to trouble says a lot about who that person is. In real life and in stories, too, the way a person responds to trouble-to a problem-gives clues as to what kind of a person this is." AE: Channel the kids to notice the way another character responds to the same problem, letting them be the ones to go from noting what the character does to inferring what this means about his personality. Link: Set partners up to think about how the	<u>Focused Lesson:</u> Series Book Clubs Session 3: Connection: Announce the two sets of partners are reading in the same series, and that makes a club. Suggest that one set of partners swap books with the other partners, giving each other book intros. TP: Today I want to teach you that when you read a bunch of books across a series, sometimes you'll notice things about the character that are the same in book after book. Link: Tell the students that when they start another book in a series, they can expect a lot to be the same, and suggest they mark these things with Post Its to discuss with their club later	<u>Focused Lesson:</u> Series Book Clubs Session 4: Connection: Admire the way children have got to know their characters so well they now feel like friends. Then let your readers know this helps them think about their characters in new ways. TP: Today I want to teach you that when you're an expert on a character, you can understand that character like you understand your best friend. You can think, "Why did he ___?" or "Why did she ___?" AE: Ask students to think about a character the way they would think about a friend. Point out that readers don't just learn stuff about the characters, they also think about the character, asking why questions. Link: Send students off to discover, think, and wonder more about their characters, to understand them better across the series they're reading.				

		<p>Link: Set up the work readers will do with partners, and clubs across the week. Then remind children to preview their books to learn about main characters right from the start.</p>	<p>characters in their book respond to trouble and then to read on, collecting more info about the characters and their responses to problems.</p>		
	<p><u>Student Independent Practice</u></p>	<p><u>Student Independent Practice</u> Preview book and characters, stop and jot what they notice to share with their book club.</p> <p>Read first section/chapter-stop and jot.</p>	<p><u>Student Independent Practice</u> Read book for book club-stop and jot how character responds to a problem(s)</p>	<p><u>Student Independent Practice</u> Read book for book club-stop and jot-did you notice similarities in the character(s) between different books in series?</p>	<p><u>Student Independent Practice</u> IReady path or teacher assigned lesson</p>
<p>Writing</p>	<p><u>Focused Lesson:</u> NO SCHOOL</p>	<p><u>Focused Lesson:</u> Session 14: Studying Mentor Texts</p> <p>Connection: So, here's where we are in writing workshop. For the first part of this unit on writing about science, you were writing lab reports as you worked experiments. That kind of writing is meant to help other members of the community understand what you've learned and how you learned it.</p> <p>TP: Today I want to teach you that when writers are trying out a new kind of writing, they often look at published writing to find examples of how it can go. Then they try it out themselves. Today we will look at ways that writers of information books include</p>	<p><u>Focused Lesson:</u> Session 15: Using Comparisons to Teach Readers</p> <p>Connection: remind writers that they already know what it means to write with details.</p> <p>TP: Today I want to teach you that non-fiction writers often use comparisons in their teaching books to show readers how the new they are explaining is similar to something readers already know.</p> <p>AE: Set writers up to try adding a comparison to page from your demonstration text.</p>	<p><u>Focused Lesson:</u> Session 16: Showing Hidden Worlds with Science Writing</p> <p>Connection: Offer writers a real-life example of the scientific process they have been working through.</p> <p>TP: So, writers, today I want to teach you that when people are writing about science-explaining things that are not part of everyday experiences-they use special strategies to show the hidden story of their topic. For ex. They might slow things down or show the insides of things.</p> <p>AE: Explain & offer an example of slowing things down, writing lots of steps for one moment.</p>	<p><u>Focused Lesson:</u> 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 to 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</p>

		<p>scientific information in their writing.</p> <p>AE: point out another technique and ask students to help you figure out how to use it in your own writing.</p> <p>Link: remind writers that they know how to use authors as mentors and ask them to get started finding, in published works a technique that can help them with their current writing.</p>	<p>Link: Remind writers of all of the strategies they know to teach readers.</p>	<p>Link: Send writers off to apply from now on, these or any other invented strategies to help them convey information about their topic and forces and motion to their readers.</p>	<p>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 reader in the setting, give a sneak peek, etc.).</p>
	<p><u>Student Independent Practice</u> NO SCHOOL</p>	<p><u>Student Independent Practice</u> Students will work on lab reports- focus on question and materials.</p>	<p><u>Student Independent Practice</u> Students will work on lab reports- focus on hypothesis and procedures.</p>	<p><u>Student Independent Practice</u> Students will work on lab reports- focus on data/ observations.</p>	<p><u>Student Independent Practice</u> Final Lab Report Due (Summative) Students will work on lab reports- focus on results and conclusion (restate hypothesis)</p>
Science	<p><u>Focused Lesson</u></p>	<p><u>Focused Lesson</u> States of Matter and Changes of State - Science for Kids - YouTube</p>	<p><u>Focused Lesson</u> Changes - A Science Rap - YouTube</p>	<p><u>Focused Lesson</u> Changes in Matter - YouTube</p>	<p><u>Focused Lesson</u> Kahoot!-Matter Review https://create.kahoot.it/share/matter-review/30ad31fb-c8f7-4e26-bc9a-badc6d1553fa</p>
	<p><u>Student Independent Practice</u></p>	<p><u>Student Independent Practice</u> Matter Changes Weekly Reader- SeeSaw https://app.seesaw.me/pages/shared_activity?share_token=2uze8E6TRK-1h0rFY2CSsQ&prompt_id=propt.42e58bb3-49e9-44b0-a327-bfdac47a65d</p>	<p><u>Student Independent Practice</u> https://app.seesaw.me/pages/shared_activity?share_token=HvydOXgYQMyCpzQUgIvXvg&prompt_id=propt.730fab07-9126-48a6-9128-7c3add97d757</p>	<p><u>Student Independent Practice</u> Mr. John Science Lab</p>	<p><u>Student Independent Practice</u> Changes in Matter Sort</p>

