

Week of : March 22, 2021

Grade Level: 2nd

PYP

Prioritized Standards Addressed This Week:

Math

On-Level: Unit 4

NBT.6: I can add up to four two-digit numbers using strategies based on place value and properties of operations (review skill)

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.

NBT.9 I can explain why addition and subtraction strategies work, using place value and the properties of operations.

Advance: MGSE3.OA.3 I can use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.2

MGSE3.OA.7 I can fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

Reading: RL.2.3 I can describe how characters in a story respond to major events and challenges.

Writing: 2W3: I can write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

<i>Math Remote Learning Day</i>	<u>On Focused Lesson</u> Problem of the Day: Ms. Parks asks her students to solve the following problem on the board. 851- 659 Leighton's answer was 408. Lydia's answer was 192. Who is correct? _ _____ Explain how you know.	<u>Adv Focused Lesson</u> Review with Lesson 6: Multiplication and Division Facts Video Lesson Practice: Multiples of 3 - Level C	<u>On Focused Lesson</u> Problem of the Day: 516 people were at the zoo on Wednesday. On Friday 639 people were at the zoo. How many more people were at the zoo on Friday than on Wednesday?	<u>Adv Focused Lesson</u> Review for Test	<u>On Focused Lesson</u> Pre Assessment Unit 5	<u>Adv Focused Lesson</u> Pre Assessment Unit 3	<u>On Focused Lesson</u> Unit 4 Test	<u>Adv Focused Lesson</u> Unit 2 Test	<u>On Focused Lesson</u> Unit 4 Test	<u>Adv Focused Lesson</u> Unit 2 Test
	<u>Student Independent Practice</u> Word Problems Practice	<u>Student Independent Practice</u> Wk book Pgs. 373-374 IREADY Lesson: Division and Subtraction	<u>Student Independent Practice</u> Word Problems	<u>Student Independent Practice</u> Review for Unit Test	<u>Student Independent Practice</u> Pre Assessment IReady Lesson	<u>Student Independent Practice</u>	<u>Student Independent Practice</u> Unit 4 Test	<u>Student Independent Practice</u> Unit 2 Test	<u>Student Independent Practice</u> Unit 4 Test	<u>Student Independent Practice</u> Unit 2 Test

		n Word Problems							
Reading	<p><u>Focused Lesson</u></p> <p>Series Book Clubs</p> <p>Session 5: Taking Stock: Writers Use Checklists to Set Goals (session 5 video lesson)</p> <p>C: Tell writers that instead of a regular mini-lesson, they'll inquire into ways they can and cannot yet do all that is expected of storytellers.</p> <p>TP: Today each of you is going to investigate the question "What am I doing well as a narrative writer, and what do I want to work on next?"</p> <p>Link: Channel students to sit near other writers who are working on the same goal so they can help</p>	<p><u>Focused Lesson</u></p> <p>Series Book Clubs</p> <p>Session 6: Series Readers Learn about Characters from Their Relationships (session 6 video lesson)</p> <p>Connection: Suggest that to get to know someone, it's best to watch that person relating to others—lots of others. This is also true for researching characters.</p> <p>TP: Today I want to teach you that to have deep ideas about a character it helps to study that person's relationship with others. What's the person like when in one relationship? Another? How does the character act around other characters?</p> <p>AE: Ask students to try out the work of studying a character's relationships to form new thoughts and learn more about the character.</p> <p>Link: Channel students to apply what they've just learned to their own books, poring over an important interaction between characters.</p>	<p><u>Focused Lesson</u></p> <p>Series Book Clubs</p> <p>Bend 2: Session 7: Authors Paint Pictures with Words (session 7 video lesson)</p> <p>Connection: Invite children to study a painting, noticing and naming details about the subjects, their feelings and actions, and the setting.</p> <p>TP & AE: Invite children to read the first few pages of a book with you, and then work with club mates to name what the author did to paint a picture with words.</p> <p>Link: Remind children to keep in mind this list of ways authors paint pictures with words as they read.</p>	<p><u>Focused Lesson</u></p> <p>Series Book Clubs</p> <p>Session 8: Authors Use Precise Words (session 8 video lesson)</p> <p>Connection: Tell children two stories—one with little detail and one with detail—and ask them to tell you which gives the clearer picture.</p> <p>TP: Today I want to teach you that the authors of your series use not just any words, but precise words to create clear pictures in the reader's mind. Readers need to pay close attention to the words that authors choose to know exactly what is happening and how things are happening in their stories.</p> <p>AE: Reread the detailed story you shared during the connection and invite children to put up a finger for any precise word they hear that shows how something in the story happens.</p> <p>Link: Remind children of the strategy they learned today and set them up to read, on the rug, on the lookout for precise words.</p>	<p><u>Focused Lesson:</u></p> <p>Series Book Clubs</p> <p>Session 9: Authors Use Literary Language to Make the Ordinary Extraordinary</p> <p>Connection: Remind children of their literary language study from earlier in the year, and bring out the chart you made to understand literary language.</p> <p>TP: Today I want to teach you that when readers study an author's craft, they pay attention to the words that an author has used. Readers notice ways in which authors use words to make even a simple, ordinary thing to be extraordinary, and they wonder, "What does the author really mean?"</p> <p>AE: Set the children up to continue to marvel at the literary language in the text, thinking about what the words show the reader. Ask them to find exact lines and say what they think the author really means.</p> <p>Link: Send students off to read, reminding them to pay close attention to and mark literary language to study and talk about in their book clubs.</p>				

	each other and show off their work.				
	<u>Student Independent Practice</u> -Students will set goals with their book clubs. -20 minutes of iReady Reading	<u>Student Independent Practice</u> Camping Under the Stars reading passage (formative 12pts) (possibly)	<u>Student Independent Practice</u> -Students will meet with book clubs to discuss goals and reading 2nd chapter (select literature circle roles)	<u>Student Independent Practice</u> -Students will meet with book clubs to discuss goals and reading 2-3 chapter (continue with selected literature circle roles)	<u>Student Independent Practice</u> IREADY
Writing	<u>Focused Lesson:</u> Grade 1 Spiral 4 Book Session 1: Serious Fiction Writers Do Some Serious Pretending C: Offer up an analogy between make believe and fiction writing, between pretend play & fiction characters, to generate enthusiasm and set the stage for the unit. TP: When you write realistic fiction, you imagine a pretend character. Then you pretend things about	<u>Focused Lesson:</u> Session 2: Writers Develop a "Can Do" Independent Attitude. C: Create a picture of what it means to have a can-do independent attitude. Teaching: Act out the part of being a self-sufficient writer working on a second story. Pretend to resist the temptation to be independent.	<u>Focused Lesson:</u> Session 3: Writers Learn to Get Their Character Out of Trouble C: Tell a story that has a missing ending, leaving your students wanting more. TP: Readers love satisfying endings. One way writers create satisfying endings for their readers is by telling what happens to their characters at the end of their story. This makes their readers happy.	<u>Focused Lesson:</u> Session 4: Serious Writers Get Serious about Spelling C: Praise TS for being daring writers and celebrate their courage in choosing fancy words they don't yet know how to spell. TP: Writers often choose special and fancy words to bring sparkle to their stories. Teaching: Role play being a writer their age who is daring to use sparkling words.	<u>Focused Lesson:</u> Session 4: Serious Writers Get Serious about Spelling C: Praise TS for being daring writers, and celebrate their courage in choosing fancy words they don't yet know how to spell. TP: Writers often choose special and fancy words to bring sparkle to their stories. Teaching: Role play being a writer their age who is daring to use sparkling words.

	<p>the character... Fiction writers give the character real life adventures</p> <p>Teaching: Demonstrate by creating a pretend character & coming up with a small moment adventure for that character.</p> <p>AE: Invite partners to plan as you've just done, imagining a pretend character with a name, place, and real-life trouble he or she can get into.</p> <p>Link: Send TS off to write, tucking in what you're expecting to see as you send them off.</p>	<p>AE: Recruit writers to try getting themselves started, writing another fiction book.</p> <p>Link: Send TS off to write a concise reminder of the teaching they can draw upon.</p>	<p>Teaching: Show TS that they can make something happen to their character. Demonstrate with your own story that has a missing ending, leaving the reader feeling unsatisfied. Then offer choices about what could happen to the character that would satisfy the reader.</p> <p>AE: Invite students to create other endings for the story you told. Remind them to get the character out of trouble.</p> <p>Link: Send TS off, taking the opportunity to explain what it will look like as they go off to write.</p>	<p>AE: Using Classroom tools such as white boards, give TS a chance to work on a work from your story, using all they know about spelling.</p> <p>Link: As you send TS off to write, empower them to make choices as writers.</p>	<p>AE: Using Classroom tools such as white boards, give TS a chance to work on a work from your story, using all they know about spelling.</p> <p>Link: As you send TS off to write, empower them to make choices as writers.</p>
	<p><u>Student Independent Practice</u> Brainstorm small moment adventure, characters, adventure they could have</p>	<p><u>Student Independent Practice</u> Begin small moment adventure</p>	<p><u>Student Independent Practice</u> Small moment writing</p>	<p><u>Student Independent Practice</u> Small moment writing</p>	<p><u>Student Independent Practice</u> Small moment writing</p>

***Social
Studies/
Science***

Focused Lesson
McGraw Hill website
Module 3: Properties of Matter
Lesson 3: Temperature Change
In the Lesson Resources box click the “Watch” arrow and there are 3 short videos. Watch the video titled: **Glass Blowing**
Then, SW complete the wkbk pgs below.

Focused Lesson
Use the website below to discuss how matter changes:
<https://studyjams.scholastic.com/studyjams/jams/science/matter/solids-liquids-gases.htm>
Then:
McGraw Hill website
Module 3: Properties of Matter
Lesson 3: Temperature Change
In the Lesson Resource box click: the More button.
Click the “All Resources” link
Click e-book and read the book: Abe and Abby’s Big Surprise.

Focused Lesson
McGraw Hill website
Module 3: Properties of Matter
Lesson 3: Temperature Change
In the Lesson Resource box click: the More button.
Click the “All Resources” link
Click e-book and read the book “Matter, Temperature, & Change” (it’s in the back of the Abe and Abby’s Big Surprise book).
Use the text to discuss how matter changes.

Focused Lesson
McGraw Hill website
Module 3: Properties of Matter
Lesson 3: Temperature Change
In the Lesson Resources box click the “Watch” arrow
Watch the video titled: **Changes in Matter**

Focused Lesson
McGraw Hill website Module 3: Properties of Matter
Lesson 3: Temperature Change
If you click “Lesson Presentation”
On the 17th slide you will find an activity called “Explore the Simulation” You can use this simulation to show how different things can be changed by heating or cooling.

Student Independent Practice
Be A Scientist Notebook pg 134-135

Student Independent Practice
Students will cut out and glue a vocabulary booklet:
found in the back of the Be A Scientist Notebook pg VKV12-VKV16-
You may want to save this until the kids are back in the classroom. I wasn’t thinking about virtual this week and this may be a headache to try to do with them over Teams.

I Screencast a video of Mr. John making ice cream last year. You can have your kids watch that and prompt them

Student Independent Practice
Be A Scientist Notebook pg 138 Formative 5pts

Student Independent Practice
Be A Scientist Notebook pg 139-140

Student Independent Practice
Be A Scientist Notebook pg 141

		<p>to go make ice cream with a parent at home (lol)</p> <p>http://somup.com/creFcXbbO</p> <p>OR</p> <p>Your kids can watch the Bill Nye Matter Video (I uploaded in Safari Montage) but here's the link just in case:</p> <p>https://safari.fultonschools.org/?q=a970c688-877d-11eb-8101-246e96145ea0</p>			
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