

Week of : March 29, 2021

Grade Level: 2nd

PYP Cultures may rely on patterns in the natural world to help them express themselves.

Prioritized Standards Addressed This Week:

Math

On-Level: 2.G.1 I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes

Advanced-Level: 3.MD.7 I can determine the area of objects.

Reading/ ELA ReadingRL.2.3. I can describe how characters in a story respond to major events and challenges.

Listening and Speaking .2.4- I can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

Science: S2P2. I can obtain, evaluate, and communicate information to explain the effect of a force (a push or a pull) in the movement of an object (changes in speed and direction).

Asterisk & Highlighted items will be graded

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Math	<u>On Focused Lesson</u> Define terms quadrilaterals and attributes. Start introducing shapes and discussing their attributes.	<u>Adv Focused Lesson</u> TTW introduce the concept of area using Tangrams <u>Grandfather Tang's Story</u> After the video, TTW pose the following questions: 1. What are tangrams? (puzzle) 2. What makes the	<u>On Focused Lesson</u> 2D shapes- identify shapes. Discuss attributes.	<u>Adv Focused Lesson</u> TSW view BrainPop Jr. - Area TSW use color tiles to create shapes. TSW then find the area of each shape by counting the color tiles. TTW give the students various numbers: Design a shape with an area of 10, 12, 15..	<u>On Focused Lesson</u> (2D) Discuss shapes and their attributes. BrainPop Jr.: Plane Shapes https://jr.brainpop.com/math/geometry/planes/	<u>Adv Focused Lesson</u> Finding the area using addition and multiplication Count me In (Framework activity pg 34) TSW be given prompts and they will create the figure to match. With TT	<u>On Focused Lesson</u> 2D Shapes The Greedy Shape (Framework pg 33-41) TSW sort shapes based on their attributes	<u>Adv Focused Lesson</u> Finding the area using addition and multiplication Count me In (Framework activity pg 34) TSW be given prompts and they will create the figure to match. With TT guidance TSW then create the	<u>On Focused Lesson</u> 2D shapes-identify shapes. Discuss attributes.	<u>Adv Focused Lesson</u> TSW find the area of different rectangles and create the multiplication or repeated addition sentence to match.

		<p>puzzle unique?</p> <p>(rectangle formed by 7 shapes)</p> <p>After reading the book and looking at the video, what do you think is the puzzle's relationship to math?</p> <p>Introduce the term area as the amount of space inside a two-dimensional figure.</p> <p>Ask: How does the term area relate to the tangram lesson?</p>				<p>guidance TSW then create the addition sentence to match.</p>		<p>multiplication sentence to match.</p>		
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	<p><u>Student Independent Practice</u></p> <p>Identifying Quadrilaterals worksheet</p>	<p><u>Student Independent Practice</u></p> <p>TTW give each student Tangrams. TSW create a variety of pictures using all 7 tangrams (they will trace their pictures.). TTW guide TS to see that although they made different pictures, they used the same amount of tangrams which means the pictures took up the same amount of space.</p> <p>TTW lead students in a discussion using the following questions: Were all the pictures the same? What did all of the pictures have in common?</p>	<p><u>Student Independent Practice</u></p> <p>iReady Teacher-Assigned Lesson: Classifying Quadrilaterals (3rd grade) (formative)</p>	<p><u>Student Independent Practice</u></p> <p>Area Colored Tiles Activity</p>	<p><u>Student Independent Practice</u></p> <p>BrainPop Jr. Quiz</p> <p>iReady</p>	<p><u>Student Independent Practice</u></p> <p>Determine the Area Activity (Formative)</p>	<p><u>Student Independent Practice</u></p> <p>The Greedy Triangle</p>	<p><u>Student Independent Practice</u></p> <p>Determine the Area Activity</p> <p>iReady Math</p>	<p><u>Student Independent Practice</u></p> <p>Name that Shape worksheet</p>	<p><u>Student Independent Practice</u></p> <p>Engage NY Area Practice</p>
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		<p>Are the tangrams covering the same amount of space? How do you know?</p>								
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Reading	<p><u>Focused Lesson:</u></p> <p>Session 10: Authors Think about How Whole Stories and Series Will Go</p> <p>C: Describe a typical school day inviting TS to help you fill in the details.</p> <p>TP: When readers study an author's craft, they don't just notice the way the author uses words and language. They also notice the way the whole story tends to go.</p> <p>AE: Coach TS to practice noticing what the author does to make the stories in a series go the same way.</p> <p>L: Suggest that clubs share the things they noticed about how their books tend to go and talk about whether this holds true for all the books in a series.</p>	<p><u>Focused Lesson:</u></p> <p>Session 11: Authors Have Ways to Bring Stories to Life</p> <p>C: Tell a story to show TS that readers can hear the author's craft in a story by the way it is read aloud or told.</p> <p>TP: Authors craft not just what the words they use, but also the way those words are placed on the page.</p> <p>T/AE: Read a passage two different way to demonstrate how the punctuation and special print make the meaning of the text clearer.</p> <p>L: Guide TS to notice ways that an author brings a story to life and list them on a chart for them to use as a reference.</p>	<p><u>Focused Lesson:</u></p> <p>Session 12: Authors Plan Their Story Endings</p> <p>C: Begin the lesson by retelling a favorite story or fairy tale that the class knows well. Dramatize and overemphasize the importance that the ending has to a story.</p> <p>TP: Readers think carefully at the end of a book, just as they do at the start. Readers think, Why did the author choose to end the story this way? Is there an important lesson for me to learn?</p> <p>T: Show TS a selection of endings to stories that you all have read together. Show TS how to notice the decision the author made to end the story and think out loud as to a possible lesson everyone could learn.</p> <p>L: Help book clubs build more skills at not only speaking but also listening.</p>	<p><u>Focused Lesson:</u></p> <p>Session 13: When Readers Love a Series, They Can't keep It to Themselves.</p> <p>Connection: Use a song to introduce the joy of sharing your reading with other people.</p> <p>TP: Today I want to teach you that when you love a book, especially when you love a whole series, you can't keep that love to yourself. You can invent ways to get others to love that book, or series as you do.</p> <p>AE: Ask children to talk with each other about their own ideas for sharing books and then record those ideas on a chart.</p> <p>Link: Send children off to decide how they will share their books.</p>	<p><u>Focused Lesson:</u></p> <p>Series Book Clubs</p> <p>Session 14: Planning the Very Best Way to Share a Book</p> <p>C: Use a story how you made a valentine presentation extra special as a model for how children should present their books in an extra special way.</p> <p>TP: Today I want to teach you that just like you wouldn't carelessly give away a valentine to someone, readers wouldn't carelessly give away a book they love. When you share your love of a book with someone, you do all that you can to make that person feel special by the extra special way you present the book.</p> <p>AE: Nudge children toward more ambitious goals by having them talk with one another.</p> <p>Link: Send children off to work in preparation for tomorrow's book swap.</p>
	<p><u>Student Independent Practice</u></p> <p>Student's will work with Book Club</p>	<p><u>Student Independent Practice</u></p> <p>Student's will work with Book Club</p>	<p><u>Student Independent Practice</u></p> <p>Tale of Two Coyotes Reading Passage (formative)</p>	<p><u>Student Independent Practice</u></p> <p>Student's will work with Book Club</p>	<p><u>Student Independent Practice</u></p> <p>Student's will work with Book Club</p>

<p>Writing</p>	<p><u>Focused Lesson:</u></p> <p>Session 5: Taking Stock: Writers Use Checklists to Set Goals</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 each other and show off their work</p>	<p><u>Focused Lesson:</u></p> <p>Session 6: Series Writers Always Have a Lot to Write About</p> <p>C: Rally your children around how much they are growing as writers—create a little drama to stir up their fortitude before launching into the new work of series.</p> <p>Teaching: Today I want to teach you that sometimes, when writers imagine a character they really like, they stick with that character for a bit and create more than one story around him/her. Fiction writers sometimes write series.</p> <p>AE: Help children articulate some of the work writers probably do as they create series around a character.</p> <p>Link: Recall with students what they've been learning, and help them give themselves orders for how they might spend their time as writers.</p>	<p><u>Focused Lesson:</u></p> <p>Session 7</p> <p>Session 7: Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know</p> <p>C: Invite children to decide if the book you are writing sounds as if it could be the first book in a series, or if it sounds like a later story.</p> <p>TP: Today I want to teach you that series writers often tell a lot of important details about their characters in Book One of their series. This helps the reader understand the characters better and know what to look for in other books in the series.</p> <p>AE: Set the students up for a mini-inquiry. Give them Book One from a different series and add any new observations they come up with to the growing list.</p> <p>Link: Invite writers to plan their writing work for the day, reminding them of all the choices the</p>	<p><u>Focused Lesson:</u></p> <p>Session 8: Letter to Teachers: Writers Develop Their Dialogue</p> <p>C: Invite students to share some of the things they've said, or that people have said to them, since they woke up that day. Invite them to include any "speaking sharply", any dramatic moments, the dialogue that they remember best. Record while they speak examples: "When people speak, they...yell, cry, shout, whisper."</p> <p>TP: Writers make characters in their stories speak in many ways, just as people in real life do.</p> <p>AE: Have TS return to the shared writing you've done, and role-play more of what Charles and Joe might have said when Charles falls down. TSW act out parts of the story in partners, adding the body movements, what characters say, and what they say back to each other.</p> <p>Link: As you send TS off to write, invite them to try all the strategies they know to add to their stories</p>	<p><u>Focused Lesson:</u></p> <p>Session 9: Saddle Up to the Revision Party- and Bring Your Favorite Writer</p> <p>C: Stir Up writers into thinking of their drafts as invitations to a Revision Party</p> <p>TP: "Writers, the idea of a revision party is to have fun together, finding ways to make your fiction books sparkle. See what your favorite author adds to their books to make them sparkle."</p> <p>AE: Give students the opportunity to revisit some pages of their favorite series book. Capture results of their research in their favorite book. Find their favorite pages.</p> <p>Link: Send students to write, cueing in cues so they'll apply strategies you taught earlier. Give order, get supplies, choose more than one part and more than one book to add onto.</p>
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	<u>Student Independent Practice</u> SW work on their writing while teacher conferences with students.	<u>Student Independent Practice</u> SW work on their writing while teacher conferences with students.	<u>Student Independent Practice</u> SW work on their writing while teacher conferences with students. Formative: Introduction	<u>Student Independent Practice</u> SW work on their writing while teacher conferences with students.	<u>Student Independent Practice</u> SW work on their writing while teacher conferences with students.
Science <i>Virtual Students Need the following materials for the week: 2 toy cars, masking tape, measuring tape, 10 plastic cups, 1 tennis ball</i>	<u>Focused Lesson</u> Start force and motion unit be a scientist notebook p.150 (changing directions) be a scientist notebook-science in my world p. 151 watch video & have students answer question.	<u>Focused Lesson</u> Watch video-STEM Career Kid Connection-construction manager be a scientist notebook p. 151 read speech bubble & ask why would a construction mgr. be interested in pushes and pulls? What are some tools a construction mgr. might use that push and pull? Introduce inquiry activity-toy cars-be a scientist notebook p. 152-153	<u>Focused Lesson</u> Read Queen of the Hill and/or Pushes and Pulls book (Science Paired Read Aloud-McGraw-Hill online) Watch Push and Pull video (McGraw-Hill online)-be a scientist notebook p. 155	<u>Focused Lesson</u> Be a scientist notebook p. 162 (collisions-toy car crash) Be a scientist notebook p. 163 Introduce inquiry activity-be a scientist notebook p. 164-165 (cup collision)	<u>Focused Lesson</u> Read When Things Collide (Science Paired Read Aloud-McGraw-Hill online) Watch When Objects Collide video
	<u>Student Independent Practice</u> BrainPopJr.-Pushes and Pulls video and quiz	<u>Student Independent Practice</u> Inquiry activity-be a scientist notebook p. 152-153	<u>Student Independent Practice</u> After read aloud and video-Be a scientist notebook p. 154-155 questions	<u>Student Independent Practice</u> Inquiry activity-Be a scientist notebook p. 164-165	<u>Student Independent Practice</u> After read aloud and video-be a scientist Notebook p. 166-167