

Week of : April 12, 2021

Grade Level: 2nd

PYP

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.

2.G.3 I can partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Advanced-Level: 3.MD.7 I can determine the area of objects using multiplication and addition.

Reading: R L.2.6. I can acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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: 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)

S2P2a. I can plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object.


S2P2b. I can design a device to change the speed or direction of an object.

S2P2c. I can record and analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force (a push or a pull).

Asterisk & Highlighted items will be graded

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Math	<u>On Focused Lesson</u> Discuss cube and create an anchor chart: Discuss: edges, faces and vertices	<u>Adv Focused Lesson</u> TTW show Brainpop Jr. video on area: https://jr.brainpop.com/math/measurements/area/	<u>On Focused Lesson</u> Intro to Fractions-anchor chart Discuss what it means to “partition” shapes	<u>Adv Focused Lesson</u> TW will review how to find the area of a rectangle using tiling.	<u>On Focused Lesson</u> Fractions-halves, thirds, fourths, partition	<u>Adv Focused Lesson</u> TSW solve the following word problems using CUBES: -Theresa wants new carpeting for her family room. Her	<u>On Focused Lesson</u> Nearpod-basic fractions https://share.nearpod.com/e/tYia25w7xab	<u>Adv Focused Lesson</u> TSW solve the following word problems using CUBES: Charles has a rectangular flower garden that is 5 yd long and 12	<u>On Focused Lesson</u> Practice partitioning circles, rectangles into 2, 3 and 4 shares.	<u>Adv Focused Lesson</u> TTW show video: https://www.youtube.com/watch?v=pZnuaJfPlc on solving word problems with Area



						<p>family room is a 12 ft by 21 ft rectangle. How much carpeting does she need to buy to cover her entire family room? -A rectangular room measures 12 m by 7 m. What is the area of this room?</p>		<p>yd wide. One bag of fertilizer can cover 6 yd². How many bags will he need to buy to cover the entire garden?</p>		
	<p><u>Student Independent Practice</u> https://learnzillion.com/videos/9583/?embed_code=1 Name 5 objects at home or school that are cubes. Explain how you know they are cubes.</p>	<p><u>Student Independent Practice</u> iReady Teacher-Assigned Lesson: Add and Multiply to Find the Area</p>	<p><u>Student Independent Practice</u> Shapes-2D and cube 18 pts-summative</p>	<p><u>Student Independent Practice</u> Finding the area practice worksheet</p>	<p><u>Student Independent Practice</u> BrainPopJr.- parts of a whole & quiz</p>	<p><u>Student Independent Practice</u> Understanding Area check-in 10 points (formative)</p>	<p><u>Student Independent Practice</u> iReady Assigned Lesson- Divide Shapes into Halves, Thirds or Fourths</p>	<p><u>Student Independent Practice</u> Solving for Area using Multiplication check- 10 points (formative)</p>	<p><u>Student Independent Practice</u> Workbook p. 779-780</p>	<p><u>Student Independent Practice</u> Area Word Problems worksheet</p>

<p>Reading</p>	<p>Focused Lesson</p> <p>Series Book Clubs</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>Focused Lesson</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>Focused Lesson</p> <p>Series Book Clubs</p> <p>Session 15: Readers Share Books They Love with Friends</p> <p>Connection: (With a drumroll for effect) have children give away one of their cherished books to a classmate in another book club.</p> <p>TP: Today I want to teach you that when you give a gift, you explain what it is or how it's special or how it works. Readers do the same thing when they share books. They tell the important things to know.</p> <p>AE: Introduce your characters and your whole series to another book club.</p> <p>Link: Set up students to swap a book WITH another classmate from another book club (of a similar reading level).</p>	<p>Focused Lesson</p> <p>Series Book Clubs</p> <p>Session 16: Sharing Opinions by Debating</p> <p>Connection: Challenge your second graders to try something that older kids do-debate their opinions about a book.</p> <p>TP: Today I want to teach you that readers debate the opinions they have about their books. You can read (and reread) to collect evidence to support your side or opinion.</p> <p>AE: Assign students to one side or the other. Ask them to listen to a familiar story to collect evidence that supports their side.</p> <p>Link: Prepare students for the next debate.</p>	<p><u>Focused Lesson:</u></p> <p>Series Book Clubs</p> <p>Session 17: Celebration Supporting Reasons with Examples to Strengthen Debate Work</p> <p>Connection: Celebrate the growth your readers have made across the unit & the year. Tell them that you are celebrate with mini-debates.</p> <p>TP: Today I want to teach you that to make your debate stronger, it's important to be able to say more about your reasons. You can use the book to give examples and say, "In the book...or for example..."</p> <p>AE: Partners who are on the same side of the debate come up with reasons why and examples from the book that support that side. Partners on the other side of the debate do the same.</p> <p>Link: As you reread, use a post-it note to mark examples that support their position so that they can easily reference evidence from the text during their debate.</p>
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	<p>Point of view lesson https://www.youtube.com/watch?v=aXSvlO2EmIw</p>				
	<p><u>Student Independent Practice</u> Point of view activity</p>	<p><u>Student Independent Practice</u> Meet with Book Club members to discuss the chapter.</p>	<p><u>Student Independent Practice</u> IReady Reading Path</p>	<p><u>Student Independent Practice</u> Meet with book club members to discuss the chapter.</p>	<p><u>Student Independent Practice</u> Point of View Formative</p>

<p>Writing</p>	<p><u>Focused Lesson:</u> Session 10: Celebrating Our First Series</p> <p>C: Show the children some boxed sets of published authors to create a vision and build enthusiasm.</p> <p>Teaching: Refer to your editing checklist to help kids decide how they can fix up their writing, so it is ready to celebrate and share with others.</p> <p>AE: Have children bring folders to the meeting so that right then and there they can select a few stories they will celebrate and in their boxed set. Area</p> <p>Link: Remind students to make revisions and edits.</p>	<p><u>Focused Lesson:</u> Session 11: Series Writers Investigate What makes Realistic Fiction Realistic</p> <p>C: Celebrate the series work students have done so far as a means of extolling their new powers that they'll put into play soon.</p> <p>TP: Today I want to teach you that realistic fiction writers often study what makes realistic fiction seem so realistic. Then they call on their own experiences to write stories that seem this real.</p> <p>Return to your mentor text, Henry and Mudge and the Happy Cat. Initiate a mini inquiry into what makes some fiction feel so real. Later, you'll debrief in ways that young writers can copy.</p> <p>AE: Give students a chance to revisit a few more pages, listening in as they notice realistic details and voicing over to help name them.</p> <p>Link: Recall some of the steps fiction writers follow, and remind students of tools that are in the room to help them, telling them that they can and need to apply what they know to get started independently</p>	<p><u>Focused Lesson:</u> Session 12: Writers Show, Not Tell by Focusing on Tiny Realistic Details</p> <p>C: Recall the work students did yesterday on studying the realistic details in their mentor text and build a connection to how those details help writers, show, not tell, in their writing.</p> <p>TP: Today I want to teach you that writers show their readers what is happening in their story. One-way writers do this is by picturing their story, and then adding lots of the realistic, exact details they are picturing to their writing. This way, readers can picture it too.</p> <p>AE: Invite your students to coauthor a new shared class character and story. Focus on showing the reader realistic details, starting with something familiar that the children will be able to envision easily.</p> <p>Link: Send students off while they're excited about the new skill and have a sense of what it sounds like. Ensure that they know they can put this skill to work at any point of the writing process.</p>	<p><u>Focused Lesson:</u> Grade 1 Spiral 4 Book</p> <p>Session 13: Fiction Writers Include Chapters Writing a Beginning, Middle and End</p> <p>C: Gather children & show them how your mentor text is broken into chapters. Act as if this is something you just realized and make it a big deal of it.</p> <p>TP: Writers, today I want to teach you that fiction writers often divide their story into chapters. One way they do this is to break their story into three parts: the beginning, the middle (or trouble), and the end (or fixing the trouble).</p> <p>AE: Recruit writers to try this with your shared class story. Tuck in practice with narrative structure by emphasizing the beginning, middle (trouble) and ending (fixing the trouble).</p> <p>Link: As you send children off, invite them to invent ways to plan and stretch out the parts of their stories into chapters. Tuck in some of what they know how to do to plan and stretch out parts.</p>	<p><u>Focused Lesson:</u> Session 14: Patterns</p> <p>C: Create a sense of excitement around the patterns you've noticed in your mentor text and read aloud a few examples.</p> <p>TP: Writer's today I want to teach you that famous writers like Cynthia Rylant play with patterns to stretch out parts of their stories. One way they do that is to work in three details or three examples, when describing something.</p> <p>AE: Invite students to give this a try, using the class story from your new series. Give the students a starter sentence.</p> <p>Link: Rally students to try a pattern in one of their own stories while this work is fresh.</p>
	<p><u>Student Independent Practice</u> SW work on their writing while teacher conferences with students.</p>	<p><u>Student Independent Practice</u> SW work on their writing while teacher conferences with students.</p>	<p><u>Student Independent Practice</u> SW work on their writing while teacher conferences with students.</p>	<p><u>Student Independent Practice</u> SW work on their writing while teacher conferences with students.</p> <p>Elaboration formative</p>	<p><u>Student Independent Practice</u> SW work on their writing while teacher conferences with students.</p>

Science	<p><u>Focused Lesson</u> Friction and Motion: Into friction and gravity Students will complete the probe on page 176 in Active Inspire Workbook. (Golf Ball) TW show picture of baseball on tee and have students answer the questions on page 176.</p>	<p><u>Focused Lesson</u> Nearpod Lesson: Friction and Motion https://share.nearpod.com/e/WDfkmkdX4eb</p>	<p><u>Focused Lesson</u> TTW read Using Friction from Science Files.</p>	<p><u>Focused Lesson</u> TW show video on Friction Effects.</p>	<p><u>Focused Lesson</u> Bike Helmet Designs</p>
	<p><u>Student Independent Practice</u> Conduct the Inquiry Activity Force Affects the Way Objects Move on page 178. Answer the questions on page 179. Materials Needed: 6 books, cardboard, masking tape, toy car, and meterstick or measuring tape. Students will begin Force and Motion Project on Seesaw: Design a Bike Helmet and present on Friday.</p>	<p><u>Student Independent Practice</u> Nearpod Lesson: Friction and Motion Be a Scientist workbook pg 180 Students will work on Force and Motion Project on Seesaw: Design a Bike Helmet and present on Friday.</p>	<p><u>Student Independent Practice</u> Complete page 183 in the Be a Scientist workbook. Push and Pull Reading Students will work on Force and Motion Project on Seesaw: Design a Bike Helmet and present on Friday.</p>	<p><u>Student Independent Practice</u> Students will complete page 184 in Be a Scientist workbook How Things Move (formative) Students will work on Force and Motion Project on Seesaw: Design a Bike Helmet and present on Friday.</p>	<p><u>Student Independent Practice</u> Share Bike Helmet Designs</p>

