

Week of: April 19, 2021	Grade Level: 2nd
PYP	
Prioritized Standards Addressed This Week:	
Math	
On-Level: G.2 I can partition a rectangle into equal pieces using rows and columns.	
G.3 I can identify the fractions $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ as parts of a whole.	
Advanced:	
MD.7 Relate area to the operations of multiplication and addition.	
3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.	
Reading: RL.2.3. I can describe how characters in a story respond to major events and challenges. I can retell a story.	
Writing: W3-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.	
W5- With guidance and support from adults and peers, I can focus on a topic and strengthen writing as needed by revising and editing.	
Social Studies: SS2E1 I can explain that because of scarcity, people must make choices and incur opportunity costs.	
SS2E3 I can explain that people usually use money to obtain the goods and services they want.	
SS2E4 I can describe the costs and benefits of personal spending and saving choices.	
Asterisk & Highlighted items will be graded.	

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Math	<u>On Focused Lesson</u> Students practice partitioning variety of shapes into equal pieces. TW create anchor chart for partitioning shapes and basic fractions. Partitioning rectangles into	<u>Adv Focused Lesson</u> TTW introduce finding the area of irregular shapes using the Anchor Chart (in files) TTW model how to break shapes	<u>On Focused Lesson</u> Make a real life connection with partitioning shapes (rectangles or circles) Parts of a fraction. Denominator represents	<u>Adv Focused Lesson</u> Continue practice finding the area of irregular shapes. Khan Academy Find the Area of	<u>On Focused Lesson</u> BrainPop Jr. Fractions and Quiz Where do you see fractions in the real world?	<u>Adv Focused Lesson</u> TTW introduce input/output tables using the anchor chart (in files) TTW begin the in/out table sheet w/TS. TSW finish the	<u>On Focused Lesson</u> Sharing Equally pg 52 (framework activity) Katie and Jessica want to share a cake equally. Katie said there are only two ways to cut the cake and Jessica says there are more than 2	<u>Adv Focused Lesson</u> Input Output Tables https://learnzillion.com/lesson_plans/6711-find-the-rule-for-a-function-machine-using-a-vertical-table/	<u>On Focused Lesson</u> Review parts of a fraction and partitioning shapes Partitioning Shapes CFA	<u>Adv Focused Lesson</u> TSW think of a rule and create an input/output table. TSW switch with a partner to solve.

	rows and columns review: https://learnzillion.com/lesson_plans/5598	apart into smaller rectangles to find the area.	the total parts	Irregular Shapes		sheet for independent practice.	ways. TSW have to decide who is right and explain their thinking.			
	<u>Student Independent Practice</u> Partitioning Shapes Puzzle	<u>Student Independent Practice</u> Finding the Area Practice	<u>Student Independent Practice</u> Partitioning Shapes with fractions (formative)	<u>Student Independent Practice</u> Area of Irregular Shapes (Formative)	<u>Student Independent Practice</u> IReady teacher assigned lesson - Understand what a fraction is	<u>Student Independent Practice</u> Complete the rest of the In/Out table	<u>Student Independent Practice</u> Partitioning shapes different ways	<u>Student Independent Practice</u> Iready Math Path	<u>Student Independent Practice</u> Partition Shapes Task Cards/ Scoot	<u>Student Independent Practice</u> Input/Output table
Reading	Focused Lesson: Identify how characters respond to challenges in a story. Retell Story. F&P BAS	Focused Lesson Identify how characters respond to challenges in a story. Retell Story. TW read Giant's Tale. F&P BAS	Focused Lesson F&P/BAS	Focused Lesson F&P/BAS	Focused Lesson F&P/BAS	Focused Lesson F&P/BAS	Focused Lesson: F&P/BAS			

	<p><u>Student Independent Practice</u> Jack's Tale Comprehension Assessment (Formative)</p>	<p><u>Student Independent Practice</u> Compare and contrast the stories, Giant's Tale and Jack's Tale using Venn Diagram.</p>	<p><u>Student Independent Practice</u> Stone Soup (Summative 10pts)</p>	<p><u>Student Independent Practice</u> IREADY Teacher Assigned: Recount Stories</p>	<p><u>Student Independent Practice</u> IREADY Reading Path</p>
<p>Writing</p>	<p><u>Focused Lesson:</u></p> <p>Session 15: Writers Use Their Superpowers to Work with Greater Independence</p> <p>C: Make an allusion to a superhero (it could be Spiderman or another popular superhero your children know well) as someone students can be like if they choose to access their powers as well.</p> <p>Guided Inquiry: Writer's today we are going to do an inquiry- we're going to investigate an important question. The question we are going to ask is, "What super writing powers do I have, as a super writer?"</p> <p>Link: Help students organize themselves to get started with agency and superpowers.</p>	<p><u>Focused Lesson:</u></p> <p>Session 16: Punctuation Parties</p> <p>C: Stir your students up to get excited to publish their series.</p> <p>TP: Writers, today I want to teach you that writers use punctuation to give orders to their readers. One way writers make sure their punctuation is giving the right orders is to reread part of their story out loud and when they want a part to sound exciting, they add an exclamation mark. When they want a part to sound like the character is questioning or wondering, they add a question mark.</p> <p>AE: Invite students to help you add punctuation to another part of your story. Emphasize that this is important work.</p> <p>Link: Send the children off, emphasizing that adding punctuation is an essential part of getting ready to publish. Offer up your</p>	<p><u>Focused Lesson:</u></p> <p>Session 17: Writers Use Illustrations to Tell Important Details</p> <p>C: Make a reference to a favorite text that uses pictures, instead of words, to convey information to the reader.</p> <p>TP; Children, today I want to teach you that you can study how authors use pictures to give their readers extra information. Then you can try to add details to your own illustrations to give your readers additional information too.</p> <p>AE: Invite your students to do the same work. Turn to some pages in your mentor text that have detailed illustrations so they can investigate the pictures.</p> <p>Link: Help children remember their publication date and make writing plans to be ready.</p>	<p><u>Focused Lesson:</u></p> <p>Session 18: Meet the Author Page</p> <p>C:</p> <p>TP: As writers get ready to publish, they often include a "meet the author" page to introduce themselves, and their writing, to their reader. You might consider including a "meet the author" page for your series as well.</p> <p>AE: introduce the "meet the author" page and explain what kind of information is often included. Demonstrate what your "meet the author" page might sound like. Create an anchor chart titled "Meet the Author" Tells About. Show how you turn to the chart to help you create one, and play up the "famous author and series" work you've all done.</p> <p>Link:</p>	<p><u>Focused Lesson:</u></p> <p>Session 19: Getting Ready for the Final Celebration</p> <p>C:</p> <p>TP: Writers work hard to get ready to celebrate their series writing.</p> <p>AE: create a chart titled Are You Ready to Celebrate (see page 155). Set</p> <p>the students up for the work they need to do to be ready for the celebration</p> <p>Link:</p>

		punctuation pens as enticement.			
	<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.	<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. Final Writing (Summative)
Social Studies	<u>Focused Lesson</u> Needs vs Wants TTW explain what needs and wants are as she reads the book, "Lily Learns About Wants and Needs" (on Epic Books). The class will take the quiz at the end of the book.	<u>Focused Lesson</u> Needs vs Wants TTW show Brainpop Jr. Needs and Wants video. Weekly Reader Week 27: Economic Choices	<u>Focused Lesson</u> Earning and Spending Money TSW watch video on How Our Economy Works using the link below. https://youtu.be/iLy9aT-xK4Y TTW pause the video periodically to discuss how money is used to obtain goods and services.	<u>Focused Lesson</u> Earning Money TTW discuss ways to earn and spend money by reading the book, Weekly Reader Week 31: Spending and Saving	<u>Focused Lesson</u> Needs vs Wants TTSW discuss the difference between a need and want. Kahoot to teach and discuss needs and wants link below. https://create.kahoot.it/share/wants-vs-needs/01924c83-f06d-4549-963b-a1b04f31e068
	<u>Student Independent Practice</u> TSW create a T-Chart of at least 10 to 15 needs and wants around their house.	<u>Student Independent Practice</u> Brainpop Jr. Quiz on Needs and Wants Weekly Reader Economic Choices Questions (formative)	<u>Student Independent Practice</u> TSW participate in the class discussion on how our economy works.	<u>Student Independent Practice</u> Weekly Reader Week 31 pg. 4 True/False Questions Epic Books, Money Matters Earning Money and take the quiz at the end of the book.	<u>Student Independent Practice</u> TSW read the book, "Do I Need It? Or Do I Want It?" (on Epic books) Seesaw Activity: Needs vs Wants

