

Week 34 : May 3, 2021

Grade Level: 2nd

PYP

Prioritized Standards Addressed This Week:

Math

On-Level: 2.OA.4 I Can use addition to find the total number of objects in an array

Advance: MGSE3.OA.8 I can solve two-step word problems using four operations. MGSE3.MD.3 I can draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. (Unit Test)

MGSE3.G.2 I can partition shapes into parts with equal areas. I can express the area of each part as a unit fraction of the whole. For example, I can partition a shape into 4 parts with equal area and describe the area of each part as 1/4 of the area of the shape.

Reading- Teachers will be administering Fountas and Pinell assessments.

Writing: W2.3-I can write in a narrative which tells about an event, includes details to describe actions, thoughts and feelings and has a conclusion. I can revise and edit my writing.

Social Studies: . SS2E1-4 I can explain the difference between goods and services.

I can explain scarcity and opportunity costs.

Asterisk & Highlighted items will be graded

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Math	On Focused Lesson	Adv Focused Lesson	On Focused Lesson	Adv Focused Lesson	On Focused Lesson	Adv Focused Lesson	On Focused Lesson	Adv Focused Lesson	On Focused Lesson	Adv Focused Lesson
	Even and Odd Numbers Song for Kids Odds and Evens for Grades 2 & 3 - YouTube	Review for Gr. 3 Unit 3 Test	Introduction to Arrays Repeated Addition using Arrays 2nd Grade Math Kids Academy - YouTube	Review Gr. 3 Unit 3 Test	Array Problem Solving Use repeated addition to find the total number of objects in an arrayLearnZillion	Grade Unit 3 Post Test	Delayed Gratification Illustrative Mathematics	Grade Unit 3 Post Test	TSW read and solve problem array problems.pdf	Fractions as
	Problem of the Day - Illustrative Mathematics		Copy of 2oa4 making rectangles - Google Slides		2oa4 marching bands - Google Slides					

	<u>Student Independent Practice</u> Odd Even Maze	<u>Student Independent Practice</u> Nearpod: Finding Area by Tiling https://share.nearpod.com/e/HADfXA86Ofb Seesaw: Picture Graph	<u>Student Independent Practice</u> Build and write correct array-lesson 10 Engage NY	<u>Student Independent Practice</u> Nearpod: Two- Step Word Problems https://share.nearpod.com/e/GpDvRaT8Ofb Seesaw: Multiplication Word Problems	<u>Student Independent Practice</u> Building Array word problems	<u>Student Independent Practice</u> Grade Unit 3 Post Test	<u>Student Independent Practice</u> Array word problems	<u>Student Independent Practice</u> Grade Unit 3 Post Test	<u>Student Independent Practice</u> CFA- Arrays	<u>Student Independent Practice</u> Nearpod: Grade 3 Understanding Fractions as Part of a Whole https://share.nearpod.com/e/h5k6f1p9Ofb
<i>Reading</i>	<u>Focused Lesson</u> BAS Testing		<u>Focused Lesson</u> BAS Testing		<u>Focused Lesson</u> BAS Testing		<u>Focused Lesson</u> BAS Testing		<u>Focused Lesson:</u> BAS Testing	

	<u>Student Independent Practice</u> -iReady path -20 minutes of independent reading -reading strategy games	<u>Student Independent Practice</u> -iReady path -20 minutes of independent reading -reading strategy games	<u>Student Independent Practice</u> -iReady path -20 minutes of independent reading -reading strategy games	<u>Student Independent Practice</u> -iReady path -20 minutes of independent reading -reading strategy games	<u>Student Independent Practice</u> -iReady path -20 minutes of independent reading -reading strategy games
Writing	<u>Focused Lesson:</u> TTW use the video below to facilitate a discussion on contractions. Contractions - BrainPOP Jr.	<u>Focused Lesson:</u> IReady Toolbox Lesson: Narrative Diary Writing TTW model how to write a diary entry using the Lizard Story (pg 94-95)	<u>Focused Lesson:</u> Read Amazing Sharks and Shark Bites pgs 98-101	<u>Focused Lesson:</u> TTW use the Lizard's story to model how to plan the writing pg 104.	<u>Focused Lesson:</u> TTW model how to edit the writing pgs 114-115.
	<u>Student Independent Practice</u> IReady Toolbox contractions practice.	<u>Student Independent Practice</u> TSW unpack the Lizard Diary Entry pg. 96. Then, TSW review the requirements for their writing assignment-A Day in the Life of a Shark pg 97	<u>Student Independent Practice</u> TSW complete the Think it Through Part of the activity where they will record details about the life of a shark pg 101-103	<u>Student Independent Practice</u> TSW use the template (pg. 106) to plan the shark's day and then draft their diary entry making sure they have a beginning middle and end.	<u>Student Independent Practice</u> TSW edit their story and then write their diary entry (pg. 119-120 or any paper of your choice).
Social Studies	<u>Focused Lesson</u> How Our Economy Works: All about Earning and Spending Money [18:00]- Discovery Ed Video	<u>Focused Lesson</u> TS can play this game to reinforce the concept of needs and wants: Super Teacher Tools Needs v Wants Jeopardy	<u>Focused Lesson</u> BrainpopJr- Goods and Services Brainstorm a list of goods they can make to raise money for IB country	<u>Focused Lesson</u> Pebble go (gwinnett link) http://www.gwinnett.k12.ga.us/el pebble go/social studies/all about money/scarcity video	<u>Focused Lesson</u> Play musical chairs to illustrate scarcity Have kids play a couple rounds then ask them how the game is an example of scarcity (chairs are the scarce product since there aren't enough for everyone)
	<u>Student Independent Practice</u> Using a budget to buy needs and wants.	<u>Student Independent Practice</u> Using a budget to buy needs and wants.	<u>Student Independent Practice</u> What would you buy for a student in IB country?	<u>Student Independent Practice</u> With your table group discuss what scarcity is and -make a list of items that are scarce-either here in the	<u>Student Independent Practice</u>

	<p>Each student is given a different amount of “money” and they decide what needs and wants they can buy (based on list).</p>	<p>Each student is given a different amount of “money” and they decide what needs and wants they can buy (based on list).</p>	<p>What is a need or a want that students in that country have? (use information in international day presentation)</p>	<p>U.S. or in other countries. When an item is scarce what will people do?</p> <p>Share with other groups</p> <p>Scarcity weekly reader (formtive) 11 pts.</p>	<p>Students will read the passage and answer the text-dependent questions that follow.</p> <p><u>Should Students Pay to Play?</u></p>
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