|  |  |  |
| --- | --- | --- |
| **Week of: August 31, 2020** | **Grade Level: 2nd** |  |
| **PYP Unit and Central Idea: Citizens rely on their beliefs and values to stand up for their rights and the rights of others.** | |  |
| **Prioritized Standards Addressed This Week:**  **Math On Level-** 2.NBT.1 I can understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.  **Math Advanced Level**- 2.NBT.7 I can add and subtract within 1000 using various strategies. | |
| **Reading:** 2RL.2 I can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  2RL.3 I can describe how characters in a story respond to major events and challenges.  2.RF.3 I can apply grade-level phonics and word analysis skills in decoding words.  2.RF.4 I can read with accuracy and fluency to support comprehension.  **Writing:** 2.W.3 I can write a narrative which recounts an event which includes details to describe actions, thoughts, and feelings and an ending. | |
| **Science/ Social Studies:**  SS2CG1 I can define the concept of government and the need for rules and laws.  SS2CG2 I can identify the following elected officials of the executive branch and where they work: a. President (leader of our nation) and Washington, D.C. – White House b. Governor (leader of our state) and Atlanta, GA – State Capitol Building c. Mayor (leader of a city) and city hall. | |
| **Asterisk & Highlighted items will be graded** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Social Emotional*** | Focused Lesson  Stress Management- What Can You Do? | Focused Lesson  Stress Management- What Can You Do? | Focused Lesson  Stress Management- What Can You Do? | Focused Lesson | Focused Lesson |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Math*** | On Level-Focused Lesson  Model and write numbers using base 10 blocks  Or  Representing numbers.  (does this model represent 321? Why or why not?) | Advanced Level-Focused Lesson  What it means to decompose  Model how to use that strategy to add 3- digit numbers. | On Level- Focused Lesson  Replacing digits in a number to create a new number | Advanced Level- Focused Lesson  Decompose numbers using a place value chart and base ten blocks with word problems | On Level- Focused Lesson  Replacing digits in a number to create a new number | Advanced Level- Focused Lesson  Model how to add 3- digit numbers using a number line and a vertical equation. | On Level- Focused Lesson  Making the largest number | Advanced Level- Focused Lesson  Subtracting 3-digit numbers with manipulatives and expanded form | On Level- Focused Lesson  Making the largest number and explaining how you determined where to put each digit. | Advanced Level- Focused Lesson  Subtract 3-digit numbers using base 10 block pictures and decomposing |
| On Level-Student Independent Practice  Represent a 3- digit number 2 ways. | Advanced Level-Student Independent Practice  Practice decomposing 3-digit numbers to add.  Add 3- digit numbers by decomposing and base 10 block pictures | On Level- Student Independent Practice  iReady 20 minutes | Advanced Level- Student Independent Practice  iReady 20 minutes | On Level- Student Independent Practice  Replacing digits in a given number to create a new number | Advanced Level- Student Independent Practice  Decompose numbers and  3 -digit vertical equations (adding/ no re-grouping) | On Level- Student Independent Practice  iReady 20 minutes | Advanced Level- Student Independent Practice  iReady 20 minutes | On Level- Student Independent Practice  Students will be given 3 digits and will make the largest number (explain how) | Advanced Level- Student Independent Practice  Subtracting 3- digit numbers by decomposing hundreds and/or tens. |
| ***Readingand Writing*** | Focused Lesson  Retell a story | | Focused Lesson  Read longer phrases faster and smoothly | | Focused Lesson  Retell a story  Brainstorm personal  narrative ideas | | Focused Lesson  Retell a story  Elaborate on personal narrative | | Focused Lesson  Retell a story | |
| Student Independent Practice  Retell a story (lion and mouse-chart) | | Student Independent Practice  Practice reading faster and smoother with a book of your choice | | Student Independent Practice  Brainstorm list of ideas for personal narrative | | Student Independent Practice  Practice retelling a story or a given passage  Choose idea and begin personal narrative | | Student Independent Practice  Retell a story (Pecos Bill-questions) | |
| ***Social Studies /Science*** | Focused Lesson  Studies Weekly:  Our Government | | Focused Lesson  Studies Weekly:  Our Government | | Focused Lesson  What is Government?  (3 levels of government) | | Focused Lesson  Studies Weekly: The President | | Focused Lesson  Studies Weekly: The President | |
| Student Independent Practice  Re-read weekly reader independently. | | Student Independent Practice  Studies Weekly response worksheet on SeeSaw | | Student Independent Practice  Complete pg. 80 in textbook as a class. | | Student Independent Practice  Who Am I? questionnaire at the end of weekly reader | | Student Independent Practice  Fact or Opinion response sheet. | |
| ***Due Dates*** | Assignments are due by Friday | |  | |  | |  | |  | |