

Week of : Sept. 21, 2020	Grade Level: 2 nd
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: MD.10 I can draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	
Math-advanced level: MD.10 I can draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	
Reading: RL2-I can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL3- I can describe how characters in a story respond to major events and challenges RF3: I can identify open and closed syllable words.	
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 W8- I can recall information from experiences or gather information from provided sources to answer a question.	
Social Studies: Social Studies: SS2H1 Describe the lives and contributions of historical figures in Georgia history. Jimmy Carter Juliette Gordon Low	
Asterisk & Highlighted items will be graded	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning Meeting					

Math	<u>On level-Focused Lesson</u>	<u>Advanced level-Focused Lesson</u>	<u>On level-Focused Lesson</u>	<u>Advanced level-Focused Lesson</u>	<u>On level-Focused Lesson</u>	<u>Advanced level-Focused Lesson</u>	<u>On level-Focused Lesson</u>	<u>Advanced level-Focused Lesson</u>	<u>On level-Focused Lesson</u>	<u>Advanced level-Focused Lesson</u>
	Interpret bar graphs (ixl https://www.ixl.com/math/grade-2/interpret-bar-graphs-ii) Which bar graph is correct? (ixl https://www	Analyze bar graphs, Parts of a graph-flocabulary video	Create bar graphs based on given data (ixl https://www.ixl.com/math/grade-2/create-bar-graphs)	Create a bar graph Use poll tool on teams to survey class	Interpret pictographs (ixl https://www.ixl.com/math/grade-2/interpret-pictographs-i) Create a Pictograph-discuss keys (ixl https://www.i	Analyze picture graphs-graph key	Review for assessment-Modeling a number in different ways (all forms) Make a new number	Create a picture graph Use poll tool on teams to survey class	Review for assessment-Place vs. Value Comparing Numbers using <, >, =	Compare picture and bar graphs

	.ixl.com/math/grade-2/which-bar-graph-is-correct)				xl.com/math/grade-2/create-pictographs-i)					
	<u>On level- Student Independent Practice</u> What is a bar graph and when do I use them? Be the teacher- Which bar graph is correct?	<u>Advanced level- Student Independent Practice</u> Favorite Ice Cream bar graph	<u>On level- Student Independent Practice</u> F2F will have jelly beans Virtual- will be given a count Jelly Bean Graph + Interactive Graphing book	<u>Advanced level- Student Independent Practice</u> iReady	<u>On level- Student Independent Practice</u> Be the teacher- which pictograph is correct? Create pictographs with and without keys	<u>Advanced level- Student Independent Practice</u> Fruit picture graph - formative	<u>On level- Student Independent Practice</u> Make a new number Use all forms to model a number-standard form, expanded form, model using base 10 blocks, and word form	<u>Advanced level- Student Independent Practice</u> iReady	<u>On level- Student Independent Practice</u> Picture and bar graph summative	<u>Advanced level- Student Independent Practice</u> Summative picture and bar graphs
Reading and Writing	<u>Focused Lesson</u> Reading Strategies: Recount the story by stating the main events in the beginning, middle, and end. F2F: IREADY Reading Phonics: Recipe for Reading pg. 108		<u>Focused Lesson</u> Character Respond to major events. (Read A loud) F2F: IREADY Diagnostic Phonics: Recipe for Reading pg. 109		<u>Focused Lesson</u> Character Response Phonics: Recipe for Reading pg. 110		<u>Focused Lesson</u> F2F: IREADY Diagnostic		<u>Focused Lesson</u> Reading: Stone Soup F2F: IREADY Diagnostic	
	<u>Student Independent Practice</u> Graphic Organizer of Beginning, Middle, End Story: The Best Song Ever		<u>Student Independent Practice</u> Flipgrid: Students record on Flipgrid about main character and how they respond to main events in the story.		<u>Student Independent Practice</u> Character Feelings Graphic Organizer Writing: Sessions 10-11 Phonics: Review 3 Kinds of Syllables		<u>Student Independent Practice</u> IREADY Lesson: Describe How Characters Act Writing Sessions: 12-13		<u>Student Independent Practice</u> IREADY Lesson: Stone Soup Recount Stories Formative	
Social Studies	<u>Focused Lesson</u> What did Jimmy Carter contribute to Georgia's history? Read and discuss week 29 SS weekly <u>WW- SS Weekly – wk 29</u>		<u>Focused Lesson</u> What did Jimmy Carter contribute to Georgia's history? Read and discuss Carter and World Peace Weekly Reader – week 30		<u>Focused Lesson</u> What did Jimmy Carter contribute to Georgia's history? Read pg 77 and 78 in workbook together as a class.		<u>Focused Lesson</u> What did Juliette Gordon Low contribute to Georgia's history? Intro- https://cdn.studiesweekly.com/online/resources/pod_media/pod		<u>Focused Lesson</u> What did Juliette Gordon Low contribute to Georgia's history? <u>SS weekly-week 28- read and discuss together</u>	

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	<u>Student Independent Practice</u> Students will complete seesaw activity- tell 5 facts about Carter's Life Formative	<u>Student Independent Practice</u> Complete the back of SS weekly.	<u>Student Independent Practice</u> Students will complete the workbook (also loaded to seesaw)	<u>Student Independent Practice</u> Pg 68-67 in SS workbook	<u>Student Independent Practice</u> Activity on back
<i>Due Dates</i>	Assignments are due by Friday.				