

SECOND Grade

September 21 -September 25

Teacher(s): Wendy Wild

Section: 2nd Grade

Teacher Contact Info:

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Office Hours: 3:00 - 4:00

Online Learning Opportunities

Days	Online Learning
Monday	❑ Science: PLANT ADVENTURES - This unit will take several weeks. The following will be the routine of most lessons. At the end of unit 2 there will be a culminating project. Here is a general overview- This unit develops the idea that plants are truly alive and face challenges every bit as those of animals. Students will learn that plants have needs, and will reason from evidence to understand how plants meet their needs. Their attention will be drawn to exciting connections they can observe in their everyday world. **Materials needed: ❑ green spiral notebook(This will become the science journal. If you don't have a notebook any paper will do, but it would be best to keep the papers organized) ❑ Print activity pages to be used at the end of the lesson **Lesson: ❑ Start by writing the title of the Unit on the first page of the science journal. Discuss what the unit will be about by going over the unit overview above.

	❑ Review the KWL chart from last week. Talk about what they learned. Students can add more to both column 2 and 3 at this time. ❑ Ask the student the question linked below and have them write their answer in their journal. Watch the video Could a plant survive without sunlight? - The video will pause for students to answer questions. These questions can be written and answered in their science journal. ❑ At the end of the video go back to the KWL chart and fill in. Students can add what they learned or answered questions in column 3 and write any new questions they might have in column 2. ❑ If you have any seeds and want to complete the end of mystery activity at home please feel free but I understand you most likely won't have them on hand. ❑ Complete the end of mystery assessment and post a picture on seesaw ❑ Math Facts: Focus- Students will use the mental strategy of doubles +1 to aid in math fact fluency. **materials - doubles fact cards ❑ Check student's knowledge of doubles facts - they need to be quick with these facts. They should be able to recognize it's a double and quickly respond. If this is not the case, work on these facts before moving to the activities this week on Doubles +1. ❑ Doubles fact cards - you can use these fact cards to assess ❑ Reading Skills: Focus- Students will describe the overall structure of a fiction story by identifying the story element. **The elements include identifying: main characters, the setting (when and or where), the problem, events, and the solution. ❑ Read your favorite fiction story or listen to Little Red Riding Hood ❑ Ask and discuss the following- Who are the main characters and how did you know? What is the setting (when and or where) and what clues did you use to express your answer? What is the main problem of the story? What was the solution? How did the story conclude? ❑ Leader in Me/PBIS - ❑ Listen to the story of My Mouth is a Volcano ❑ Talk about why blurting out can be disruptive and what would be a more respectful way of sharing
Tuesday	❑ Math: Focus- Fluently add within 20 using mental strategies

**** materials** - math book and math tool kit

- ☐ **LIVE 8:30- 9:05** or watch recording. Check daily planner in seesaw and it's also emailed.
- ☐ ASSIGNMENT: pgs. 23-24
- ☐ 15 minutes iReady math on their path
- ☐ **Math facts/Number Talks:** Focus- Students will use the mental strategy of doubles +1 to aid in math fact fluency.
****materials:** [Doubles fact cards](#) and [doubles +1 fact cards](#)
 - ☐ Show student a doubles flashcard or write a doubles fact on paper ($4+4=$). Then show or write a double +1 ($4+5$). Ask student what is different and alike about the equations (facts) leading them to notice that the 5 is just one more than the 4 in the doubles fact. Note: also be sure to point out that $4+5$ is the same as $5+4$.
 - ☐ Now have students match the doubles fact to their doubles +1 fact card
- ☐ **Reading:** Focus: The students will continue working on identifying the main idea.
**** materials** - have paper and pencil available but won't always be needed.
 - ☐ **No LIVE 12:55- 1:20** or Sub for FAST testing
 - ☐ 15 minutes iReady reading on their path
 - ☐ 15-20 minutes of reading from their choice of book
- ☐ **Small Group Reading:** Focus - will vary with groups.
*****Please note** scanned copies of books and activities will be suggested for each color group. Check daily planner in seesaw and it's also emailed.
 - ☐ Red group: [The New Friend Part 2](#)
 - ☐ Green group: [Come Out Puppy](#) same story as last week
 - ☐ Blue group: [Sports Around the World](#)
- ☐ **Phonics:** Focus- learning a new strategy for spelling/reading a word call finger stretching, understanding a phoneme, and reviewing short vowel sounds actions
**** materials:** paper
 - ☐ **No Phonics video- 12:05- 12:30 (Sub for FAST) testing** I will post a video of me saying the sentences. Students can listen and pause to write. **This can be found as an assignment in seesaw.**
 - ☐ **Dictation sentence for Spelling words** from unit 1: dish, than, chop, such, rush, which, bath, this, kick, sock (These will be assessed through dictation sentences at the end of each unit) ***Assignment- TAKE PICTURE and post on seesaw or email it to me.**

	❑ Writing: Focus- Students will explore, understand, and create informational writing. **materials: ❑ VIDEO and discussion of the story Stella and the Class: Information Experts. (moved to Thursday)
Wednesday	❑ Math: Focus: Fluently add within 20 using mental strategies ** materials - math book and math tool kit ❑ LIVE 8:30- 9:05 or watch recording. Check daily planner in seesaw and it's also emailed. ❑ ASSIGNMENT- if not on live do pages 25-26 in math book and the quiz ❑ 15 minutes iReady math on their path ❑ Math facts/Number Talks: Focus- Students will use the mental strategy of doubles +1 to aid in math fact fluency. **materials: whiteboard or a piece of paper, number cards and one red and yellow chip found in the math tool kit. ***NOTE- it is important that students can identify doubles +1 equations not just in isolation, but also when mixed among other facts to 20. ❑ Take the fact cards from yesterday and flash one. Have students identify as a double or double +1 and then have them solve the problem. ❑ Then give them this fact sheet and have them either circle the doubles +1 facts or orally tell you. ❑ Reading: Focus: Identifying the main idea and asking questions before and while reading ** materials - have paper and pencil available but won't always be needed. ❑ LIVE 12:55- 1:20 or watch recording. Check daily planner in seesaw and it's also emailed. ❑ 15 minutes iReady reading on their path ❑ 15-20 minutes of reading from their choice of book ❑ Small Group Reading: Focus - will vary with groups. ***Please note scanned copies of books and activities will be suggested for each color group. Check daily planner in seesaw and it's also emailed. ❑ Red group ❑ Listen to The New Friend ❑ Green group- ❑ Blue group: Sports Around the World ❑ Phonics: Focus- Students will work on finger stretching and understanding of sounds. ** materials: nothing, but fingers

	❑ LIVE 12:05- 12:30 or watch recording. Check daily planner in seesaw and it's also emailed. ❑ Unit 2 spelling words: stop, clap, spin, swim, last, skin, drag, sent, tenth, lunch
Thursday	❑ Math: Focus: Fluently subtract within 20 using mental strategies. ** materials - math book and math tool kit ❑ LIVE 8:30- 9:05 or watch recording. Check daily planner in seesaw and it's also emailed. ❑ 15 minutes iReady math on their path ❑ Math facts/Number Talks: Focus- Students will use the mental strategy of doubles +1 to aid in math fact fluency. **materials: 10 sided die in the math tool kit ❑ Only use the outside die for this - students roll the dice, double the number and write and answer the problem (4+4), then write the matching doubles +1 problem and solve it. ❑ Reading: Focus: Identifying the main idea and asking questions before and while reading ** materials - have paper and pencil available but won't always be needed. ❑ LIVE 12:55- 1:20 or watch recording. Check daily planner in seesaw and it's also emailed. ❑ 15 minutes iReady reading on their path ❑ 15-20 minutes of reading from their choice of book ❑ Small Group Reading: Focus - will vary with groups. ***Please note scanned copies of books and activities will be suggested for each color group. Check daily planner in seesaw and it's also emailed. ❑ Red group ❑ Green group ❑ Blue group: Sports Around the World ❑ Phonics: Focus- Students will work on finger stretching and understanding of sounds. ** materials: nothing, but fingers ❑ LIVE 12:05- 12:30 or watch recording. Check daily planner in seesaw and it's also emailed. ❑ Writing: Focus - Students will explore, understand, and create informational writing. **materials:

	❑ Explore different informational writings discuss what what kind of information is found in them. Information text will be supplied.
Friday	❑ Math: Focus: Fluently subtract within 20 using mental strategies. ** materials - math book and math tool kit ❑ LIVE 8:30- 9:05 or watch recording. Check daily planner in seesaw and it's also emailed. ❑ 15 minutes iReady math on their path ❑ Math facts/Number Talks: Focus- Students will use the mental strategy of doubles +1 to aid in math fact fluency. **materials: doubles +1 fact cards ❑ Flash a card - have students verbally answer the problem by explaining how they solved it ($6+5 = 5+5+1$) ❑ If a verbal explanation is difficult, they can write it and draw a picture or show their work. ❑ Reading: Reading: Focus: Identifying the main idea and asking questions before and while reading ** materials - have paper and pencil available but won't always be needed. ❑ LIVE 12:55- 1:20 or watch recording. Check daily planner in seesaw and it's also emailed. ❑ 15 minutes iReady reading on their path ❑ 15-20 minutes of reading from their choice of book ❑ Small Group Reading: Focus - will vary with groups. ***Please note scanned copies of books and activities will be suggested for each color group. Check daily planner in seesaw and it's also emailed. ❑ Red group ❑ Green group ❑ Blue group: Sports Around the World ❑ Phonics: Focus- Students will work with two sound blends. ** materials: phonics kit (a bag with a small whiteboard, marker, colored tiles, and 4 notecards) ❑ LIVE 12:05- 12:30 or watch recording. Check daily planner in seesaw and it's also emailed.