

Second Grade Teacher Guide

LOOK! The current and previous week's Guides are here: [Week 1](#), [Week 2](#), [Week 3](#), [Week 4](#), [Week 5](#), [Week 6](#), [Week 7](#).

The following resources are organized to help you plan your teaching for the week. Each resource is aligned with *Focus on Second*, according to the [Arc of Unit 1](#) adjusted for remote/hybrid teaching and learning.

We want to hear from you! Please fill out this very short [feedback form](#) about your experience using the Guide.

Useful links:

[End of Unit Assessment resources](#)

NEW: [Books for Independent Reading](#)

[Watching Children as they Work](#)

[L2 Foundations Digital Tiles up to Unit 3](#)

[Decodable text resources](#)

[Decodable Texts](#)

[Seesaw Help](#)

[BPS SEL Competencies and Skills, K2](#)

[Community Meeting Resources](#)

[Wellness and Mindfulness Resources](#)

[K0-2 Sample Schedule for Remote Learning](#)

[Free Digital Books](#)

Unit 1, Week 8: November 9-13

Monday, November 9

Weekly Question: How do schools contribute to strong communities?

Community Meeting (Relationship Skills: Effectively communicating, Social engagement, Relationship building, Teamwork; others according to identified topics for discussion)


To prepare for Community Meetings this week, reflect on group discussions over the course of the past several weeks. Consider which conversations and ideas might be productively reignited to support children's ongoing experience of learning and school. During Community Meeting discussions, invite children to share their impressions and feelings about learning this fall. Revisit community values and lessons. Refine formal community agreements that were made earlier in the fall.


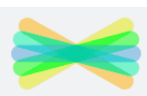
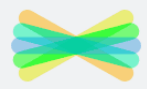
Play games that encourage children to speak directly to each other rather than holding the teacher at the center of group discussions. For example, ask each child to gather a ball or other soft object from home; they can say a classmate's name and toss the object up in the air (and catch it). The "receiving" child tosses and catches their own object, and then similarly "passes" it to another. This can be done simply with names, with a descriptive word, or with a question that community members answer in turn.

Suggested discussion questions: *How do we learn? What can we learn from*



Synchronous


<p><i>each other about learning struggles and strategies? What can we do together to help everyone do their best learning?</i></p>	
<p>Vocabulary and Language</p> <p>I can talk with my classmates about words. (SL.1.1)</p> <p>I can connect words to my own real-life experiences. (L.1.5.a)</p> <p>Review children’s vocabulary work. From the previous weeks’ Weekly Words, choose a small set of words with which children would benefit from review. (Make a copy of this presentation to move or delete slides, or copy selected slides into a new presentation.)</p> <p>Use the Weekly Words routine with the selected words, reviewing a few words each day throughout the week. There are no language lessons this week. Finish the week with Carousel Brainstorm on Friday.</p>	<p><i>Synchronous</i></p>
<p>Text Talk</p> <p>I can gather and include information from illustrations and text to respond in writing to a prompt. (W.2.8, RL.2.7)</p> <p>I can identify and recount details from the text that are important to responding to a prompt, adding my ideas to the ideas of others. (SL.2.1b, SL.2.2)</p> <p>The text for today’s lesson is a selection of children’s responses to the End of Unit Assessment. Prior to the lesson, review children’s completed assessments. Note themes in children’s ideas and how they present them, along with vocabulary children use. Identify one of the assessment prompts from which children will benefit with additional exploration. Cue up the appropriate slides. Refer to the End of Unit Assessment resources.</p> <p>With the children, co-construct a group response to one of the assessment prompts, via screen sharing or on chart paper or white board:</p> <ol style="list-style-type: none"> 1. <i>How did Louis Braille respond to the challenges he faced?</i> 2. <i>How did Louis contribute to the learning community in his own school?</i> 3. <i>How did Louis Braille contribute to our learning communities today? What makes his contribution important?</i> <p>As children discuss possible responses, continually point them back to the text to support their ideas. Show the related slide(s). Emphasize and articulate strategies for citing evidence to build an effective response. Highlight additions that would strengthen areas according to needs noted across individual responses.</p> <p>Ongoing Assessment:</p> <p>Take note of how children participate in the joint construction of a new, shared response.</p> <p>Do they listen to each other and respond according to what was said?</p>	<p><i>Synchronous</i></p>

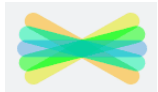
<p>How do they integrate new perspectives? What contributions do they make to the joint construction? As children contribute to the shared response, note how they articulate their reasons for including specific details. Do children articulate what makes a response effective?</p>	
<p>Foundations I can read trick words. (RF.2.3) I can read words with vowel teams. (RF.2.3) I can read words with suffix -ed. (RF.2.3) Foundations lesson pacing: Unit 4, Week 2, Day 3 Ongoing Assessment: How do children use base words to read words with suffixes? How are children reading trick words? See additional assessment resources here.</p>	<i>Synchronous</i>
<p>Strategic Small Groups Using data about children’s knowledge, skills, and habits, strategically convene small groups to target instruction and assign tasks and texts accordingly. Use various text types including decodable, leveled or grade-level text, Foundations materials, and other resources that provide opportunities for children to practice identified skills. See foundational skills assessment resources here. See decodable text resources here.</p>	<i>Synchronous</i>
<p>Stations <u>Vocabulary</u> I can discuss and represent meanings of words. (L.2.5b) Share the Week 7 Weekly Words. <u>Listening and Speaking</u> I can take turns in a conversation about a specific topic. (SL.2.1a) Share the slide. Read the prompt. <u>Reading</u> I can read and understand a variety of texts. (RL.2.10, RI.2.10) Continue to share Decodable Texts (Level 1) and encourage children to read books they have at home and can find online (see Free Digital Books link above). <u>Word Work</u> Offer children activities related to Foundations lessons and specific to their documented needs.</p>	<p><i>Synchronous introduction, Asynchronous activity</i></p>  <p>Example vocabulary activity Unit 1 Digital Decodable Texts on Seesaw</p>
<p>Science and Engineering I can think of a way to build a chair based on the properties of materials in my</p>	<i>Asynchronous</i>

<p>home (Practice 6)</p> <p>This week's lessons guide children to design, build, and improve a chair for themselves using Beautiful Stuff.</p> <p>Invite children to submit their work on Seesaw.</p> <p>Ongoing Assessment: Review children's journal entries. Which materials do they use? How do they represent their designs?</p>	
<p>Writing</p> <p>I can use feedback to plan for revising my argument. (W.2.5, W.2.1, W.2.4) I can discuss my writing with a partner, following the routine for providing feedback. (SL.2.1a)</p> <p>This week's lessons conclude the 3-week argument unit. Children receive feedback on their work and are guided to revise, edit, and publish their argument letters.</p> <p>Ongoing Assessment: Review children's feedback sheets. What feedback are children given? Does it match your assessment? What next steps do children set for themselves? Are there any trends emerging?</p>	<p>Synchronous</p>  <p>Argument Feedback</p>
<p>Storytelling and Story Acting</p> <p><i>Storytelling by adults continues, and children continue having opportunities to tell stories to each other. Invite children to tell stories and scribe them, according to a calendar. Try to tell one story each day.</i></p> <p>Send children into breakout rooms in pairs to tell stories to each other. Offer a storytelling prompt, such as</p> <p style="padding-left: 40px;"><i>Have you ever heard of the School for Gray Mice? Let me tell you about it...</i></p> <p>Model a story in response to the prompt before sending children to work with partners.</p> <p>See the Storytelling and Story Acting Guide for storytelling routines.</p>	<p>Synchronous</p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can use addition and subtraction within 100 to solve word problems. (2.OA.A.1) I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1) I can look for and make use of structure. (MP7)</p>	<p>Synchronous Asynchronous</p>  <p>Sorting Shape Cards</p>


Investigations 3 Unit 1 Inv.2 (S1) Children use a set of Shape Cards to describe and group shapes that have the same attributes. They sort the shapes in different ways, discuss their categories, and then sort the shapes by the number of sides.	
Tuesday, November 10 Weekly Question: How do schools contribute to strong communities?	
Community Meeting (Relationship Skills: Effectively communicating, Social engagement, Relationship building, Teamwork; others according to identified topics for discussion) <i>See and build from Monday's suggestions.</i>	<i>Synchronous</i>
Vocabulary and Language Continue reviewing selected words.	<i>Synchronous</i>
Text Talk I can identify the main purpose of an informational text. (RI.2.6) Ahead of the lesson, review the examples on slide 12 and choose one or two to highlight, if desired. <u>"Strong Communities, Strong Schools"</u> (slides) Read through the slides. Pause on slide 7 to identify the problem. <i>What problem is the author describing in this text? Why is this problem important?</i> Read carefully through slides 8 and 9 to identify solutions to this problem. On slides 10-12 make connections to previous discussions about activism, including in <i>Dear Mr. Rosenwald</i> . <i>Why do you think the authors wrote this text? What do they want us to know?</i> <i>What in the text or illustrations helps you identify the authors' purpose?</i> Note that in the second encounter with this text, children will look closely at the graphic and consider the question on the final slide (slide 13). Ongoing Assessment: What purpose do children articulate for the text? What evidence do they point to in the text and/or illustrations to support their ideas? What connections do children make to the Big Ideas of the unit?	<i>Synchronous</i>
Fundations I can read trick words. (RF.2.3) I can read words with vowel teams. (RF.2.3)	<i>Synchronous</i>

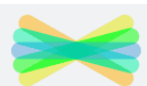

<p>I can read words with suffix -ed. (RF.2.3) Foundations lesson pacing: Unit 4, Week 2, Day 4</p> <p>Ongoing Assessment: How do children use base words to read words with suffixes? How are children reading trick words? See additional assessment resources here.</p>	
<p>Strategic Small Groups Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<p><i>Synchronous</i></p>
<p>Stations <i>See Monday's description and possible activities.</i></p> <p>Introduce Stations routines and activities synchronously as needed.</p>	<p><i>Asynchronous</i></p> 
<p>Science and Engineering I can come up with other ways to fix a problem someone is having with their chair design (Practice 6, ETS1) This week's lessons guide children to design, build, and improve a chair for themselves using Beautiful Stuff.</p> <p>Invite children to submit their work on Seesaw.</p> <p>Ongoing Assessment: Review children's journal entries and photographs. Which materials do they use? Are these materials effective? How do they represent their designs?</p>	<p><i>Synchronous discussion, Asynchronous work</i></p> 
<p>Writing I can revise my writing to fit the purpose, structure, and language of argument. (W.2.5, W.2.4, W.2.3, L.2.1b) This week's lessons conclude the 3-week argument unit. Children receive feedback on their work and are guided to revise, edit, and publish their argument letters.</p> <p>Before the lesson, plan for small group instruction. Review the Argument Observation Tools and choose one area of revision for each child. Group children according to common needs, and plan for times to meet with groups synchronously. (Small group instruction takes place today and tomorrow.) Plan to revisit and extend instruction in the areas of need.</p> <p>Ongoing Assessment: Reflect on small group work. How do children grapple with the topics reviewed?</p>	<p><i>Synchronous small group meetings, Asynchronous revisions</i></p>


Do they seem well-equipped to revise in that area? What additional instruction do they require?	
Storytelling and Story Acting <i>See Monday's guidance.</i>	<i>Synchronous</i>
Math Pacing Calendar and Scope and Sequence I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can use addition and subtraction within 100 to solve word problems. (2.OA.A.1) I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1) I can construct arguments and give feedback to the reasoning of my peers. (MP3) Investigations 3 Unit 1 Inv.2 (S2) Children examine the angles of quadrilaterals and sort these polygons into two categories—shapes with 4 sides and 4 right angles, and shapes with 4 sides but not 4 right angles. The class makes a chart of quadrilaterals sorted into these categories and discusses names for them. You can use the same Shape Cards from the previous day and it will be helpful to incorporate a shape with only a few right angles as opposed to the square and rectangle that have all right angles.	<i>Synchronous</i> <i>Asynchronous</i>  Sorting Shape Cards
Wednesday, November 11 <i>Veterans Day - NO SCHOOL</i>	
Thursday, November 12 Weekly Question: How do schools contribute to strong communities?	
Community Meeting (Relationship Skills: Effectively communicating, Social engagement, Relationship building, Teamwork; others according to identified topics for discussion) <i>See and build from Monday's suggestions.</i>	<i>Synchronous</i>
Vocabulary and Language Continue reviewing selected words.	<i>Synchronous</i>
Text Talk I can refer to a complex diagram to discuss and apply the meaning of an informational text. (RI.2.7) "Strong Communities, Strong Schools" (slides) Revisit the text as helpful to support comprehension. Read slide 6 and define any needed vocabulary.	<i>Synchronous</i>

<p>Show slide 13. Read the question. Identify and give examples for each part of the diagram.</p> <p><i>How does this diagram help us understand the full text?</i></p> <p><i>What parts of this diagram are connected to the sections we discussed yesterday, about internet access?</i></p> <p>Have children respond via discussion or in writing:</p> <p><i>Choose one part of this Powered Up Schools diagram [indicate the outer circle]. What would you ask the community organization you choose to contribute to making schools in Boston stronger for all learners?</i></p> <p>As a support, remind children of the needs and activities they have been focused on for their projects and in other class discussions.</p> <p>Ongoing Assessment:</p> <p>Listen in on discussions and/or review children's writing.</p> <p>How do children make sense of the information in the diagram and connect it to the full text?</p> <p>How do children apply ideas from the unit to their thinking about Powered Up Schools and communities' responsibilities for building strong schools?</p> <p>What needs do children identify in their own schools and learning experiences?</p> <p>Pay attention to how children manage turn taking and listening during the discussion.</p>	
<p>Foundations</p> <p>I can read trick words. (RF.2.3)</p> <p>I can read words with vowel teams. (RF.2.3)</p> <p>I can read words with suffix -ed. (RF.2.3)</p> <p>Foundations lesson pacing: Unit 4, Week 2, Day 5</p> <p>Ongoing Assessment:</p> <p>How do children use base words to read words with suffixes?</p> <p>How are children reading trick words?</p> <p>See additional assessment resources here.</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p><i>See Monday's description and possible activities.</i></p> <p>Introduce Stations routines and activities synchronously as needed.</p>	<p><i>Asynchronous</i></p> 

<p>Studios Presenting and Celebrating the Learning Tools and Activities Project <i>Text Talk on Friday is left open to allow time for this presentation and celebration.</i></p> <p>I can consider my own and others' learning needs and write a recommendation for improving our school experience. (W.2.1, Self-awareness: Recognizing personal interests and motivation, Self-Efficacy & Self-Confidence; Social Awareness: Recognizing cultural demands and opportunities)</p> <p>I can represent and advocate for my ideas and needs. (Self-awareness: Self-Efficacy & Self-Confidence)</p> <p>Children finish up and present their projects in response to the question, What helpful tools and activities are we using as we learn from home that should be available when we return to our schools? Consider including presentation and celebration of their Argument writing.</p> <p>Ongoing Assessment: Reflect on children's final projects.</p> <ul style="list-style-type: none"> How do they make use of unit vocabulary and Big Ideas? How did they identify and use available materials? In what ways did they choose to communicate, and how might their next endeavors with Studios materials be extended? How effectively did they communicate their ideas? What do children's projects reveal about them? 	<p><i>Asynchronous</i> <i>Synchronous</i></p>
<p>Writing</p> <p>I can revise my writing to fit the purpose, structure, and language of argument. (W.2.5, W.2.4, W.2.3, L.2.1b)</p> <p>This week's lessons conclude the 3-week argument unit. Children receive feedback on their work and are guided to revise, edit, and publish their argument letters.</p> <p>Continue to meet with small groups, according to the plans established before yesterday's lesson.</p> <p>Ongoing Assessment: Reflect on small group work.</p> <ul style="list-style-type: none"> How do children grapple with the topics reviewed? Do they seem well-equipped to revise in that area? What additional instruction do they require? 	<p><i>Synchronous</i> <i>small group meetings,</i> <i>Asynchronous</i> <i>revisions</i></p>
<p>Storytelling and Story Acting <i>See Monday's guidance.</i></p> <p>In addition, invite children to ask family members to tell a story at home, in the child's home language.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>

<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can use addition and subtraction within 100 to solve word problems. (2.OA.A.1) I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1) I can construct arguments and give feedback to the reasoning of my peers. (MP3) I can partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (2.G.A.2)</p> <p>Investigations 3 Unit 1 Inv.2 (S3 and 4 combined) Children construct rectangles on Geoboards and then recreate those rectangles on dot paper. They describe what they did. Math Workshop focuses on constructing, describing, and drawing rectangles. Do the Classroom Routine from S3 and move to S4. Direct children to using the Math Tools, Geometry, Geoboard if they don't have their home kits. If they do, children may want to alternate between both tools.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>  <p>Dot Paper Graph Paper</p>
<p>Friday, November 13 Weekly Question: How do schools contribute to strong communities?</p>	
<p>Community Meeting (Relationship Skills: Effectively communicating, Social engagement, Relationship building, Teamwork; others according to identified topics for discussion) <i>See and build from Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language Continue reviewing selected words, or facilitate the modified Carousel Brainstorm routine.</p>	<p><i>Synchronous</i></p>
<p>Text Talk <i>This time is left open to allow for the presentation and celebration of children's Learning Tools and Activities Projects and of the end of the unit overall.</i></p>	<p><i>Synchronous</i></p>
<p>Fundations I can read trick words. (RF.2.3) I can read words with vowel teams. (RF.2.3) I can read compound words. (RF.2.3) Fundations lesson pacing: Unit 5, Week 1, Day 1 Ongoing Assessment: How do children use syllable knowledge to read compound words? How are children reading trick words?</p>	<p><i>Synchronous</i></p>

See additional assessment resources here .	
Strategic Small Groups Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.	Synchronous
Stations <i>See Monday's description and possible activities.</i> Facilitate a whole group Community Conversation to talk about how Stations is going. Children can continue to share individual Stations work through Seesaw.	Synchronous Asynchronous 
Studios Presenting and Celebrating the Learning Tools and Activities Project I can consider my own and others' learning needs and write a recommendation for improving our school experience. (W.2.1, Self-awareness: Recognizing personal interests and motivation, Self-Efficacy & Self-Confidence; Social Awareness: Recognizing cultural demands and opportunities) I can represent and advocate for my ideas and needs. (Self-awareness: Self-Efficacy & Self-Confidence) Children finish up and present their projects in response to the question, What helpful tools and activities are we using as we learn from home that should be available when we return to our schools? Consider including presentation and celebration of their Argument writing. Ongoing Assessment: Reflect on children's final projects. How do they make use of unit vocabulary and Big Ideas? How did they identify and use available materials? In what ways did they choose to communicate, and how might their next endeavors with Studios materials be extended? How effectively did they communicate their ideas? What do children's projects reveal about them?	Synchronous
Writing I can prepare my writing for an audience. (L.2.1) This week's lessons conclude the 3-week argument unit. Children receive feedback on their work and are guided to revise, edit, and publish their argument letters. Assessment: Review children's published argument letters. Reflect and make notes about the unit. What did children understand about the purpose, structure, and	Asynchronous 

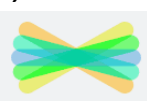
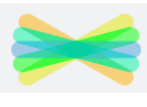

<p>language of argument? What is still challenging? What needs to be revisited when studying argument in Unit 4?</p>	
<p>Storytelling and Story Acting <i>See Monday's guidance.</i> In addition, invite children to ask family members to tell a story at home, in the child's home language.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1) I can look for and make use of structure. (MP7) I can partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (2.G.A.2) Investigations 3 Unit 1 Inv.2 (S5) Children investigate how many different rectangles can be made from a given number of squares on graph paper. This activity is then included in the Math Workshop, which continues for the rest of the session. Students complete a quiz at the end of the session. Assign the quiz through CLEVER.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>  <p>Rectangles with 16 Tiles With 18 Tiles With 24 Tiles With 36 Tiles</p>

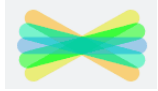
Unit 1, Week 7: November 2-6

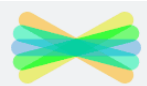
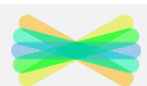

<p>Monday, November 2 Weekly Question: How can I contribute to my school community?</p>	
<p>Community Meeting (Social Awareness: Showing empathy, Showing respect for others, Relationship Skills: Effectively communicating; Relationship Skills: Collaborative problem solving) During Community Meetings this week, invite children to share personal stories about learning challenges and how they meet those challenges. Beyond identified and visible special needs, surface struggles with remote learning. Make this a platform for children to share strategies, especially those that put agency in children's hands, such as setting up a soft space to read. Highlight ways in which sharing these strategies constitutes a contribution to the learning community. Continue to practice checking for understanding, using sentence stems such as "I think I heard you say..." or "I think she means... Is that right?" Revisit</p>	<p><i>Synchronous</i></p>

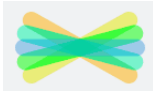
<p>and develop routines and prompts for taking turns, listening, checking for understanding, silently connecting (the “Me, too” signal), and responding to others.</p> <p>Suggested discussion questions: <i>How do we learn? What can we learn from each other about learning struggles and strategies? What can we do together to help everyone do their best learning?</i></p> <p>In addition, continue to discuss this week’s election, building on conversations from Week 6. Note that Tuesday, November 3, is Election Day. Point out that many schools are used as voting sites. Set expectations for respectful discussion about how people make decisions about their votes.</p>	
<p>Vocabulary and Language</p> <p><i>Note that the approach to teaching vocabulary here differs from that currently in the published Fo2 curriculum; these activities reflect a revision to this component, and support for this revision will continue throughout the school year. See Fo1 Unit 1, Week 1 lesson for introducing the routine and Vocabulary and Language Introduction for description of the component.</i></p> <p>I can talk with my classmates about words. (SL.1.1)</p> <p>I can connect words to my own real-life experiences. (L.1.5.a)</p> <p>Introduce the Weekly Words routine using a word from the Week 7 slides. Choose six words for the week, and teach three words each on Monday and Tuesday. The language lessons happen on Wednesday and Thursday, followed by Carousel Brainstorm on Friday.</p> <p>Share the slides with families to foster playful exploration of new words at home.</p>	Synchronous
<p>Text Talk (Unit 1, Week 7, Day 4)</p> <p>While reading a text, I can check my understanding by stopping periodically to ask and answer questions. (RI.2.1)</p> <p>I can explain how text features help me understand the text. (RI.2.5, SL.2.2)</p> <p>“Jeri Robinson: A Leader in Boston Education”(slides)</p> <p>Read through the text. Encourage children to read along with the text (on mute). Pause to note photographs and captions as text features and how they contribute to the text.</p> <p><i>How is Ms. Robinson a leader in education? Use evidence from the text to support your thinking.</i></p> <p>Ongoing Assessment:</p> <p>Throughout the reading and discussion, notice how children interact with the text.</p> <p>What questions do they ask, and how do those questions contribute to their understanding?</p>	Synchronous


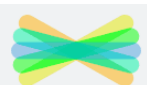
<p>How do children use and describe the importance of text features to aid comprehension?</p>	
<p>Foundations I can read trick words. (RF.2.3) I can read words with vowel teams ou, oo, ue, ew. (RF.2.3) I can read words with suffix -est. (RF.2.3) Foundations lesson pacing: Unit 4, Week 1, Day 3 Ongoing Assessment: How do children use base words to read words with suffixes? How are children reading trick words? See additional assessment resources here.</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups As of Day 3, use small group time to support children, as needed, in completing the End of Unit Assessment. See Stations, below. Using data about children’s knowledge, skills, and habits, strategically convene small groups to target instruction and assign tasks and texts accordingly. Use various text types including decodable, leveled or grade-level text, Foundations materials, and other resources that provide opportunities for children to practice identified skills. See foundational skills assessment resources and decodable text resources.</p>	<p><i>Synchronous</i></p>
<p>Stations <i>On Wednesday and Thursday, use Stations time to administer the End of Unit Assessment.</i> Plan and assign children to Stations activities accordingly throughout the week. <u>Vocabulary</u> I can discuss and represent meanings of words. (L.2.5b) Share the Week 6 Weekly Words. <u>Listening and Speaking</u> I can take turns in a conversation about a specific topic. (SL.2.1a) Share the slide. Read the prompt. <u>Reading</u> I can read and understand a variety of texts. (RL.2.10, RI.2.10) Continue to share Decodable Texts (Level 1) and encourage children to read books they have at home and can find online (see Free Digital Books link above). <u>Word Work</u> Offer children activities related to Foundations lessons and specific to their documented needs.</p>	<p><i>Synchronous introduction, Asynchronous activities</i></p> <div data-bbox="1252 1255 1406 1346" data-label="Image"> </div> <p>Example vocabulary activity Unit 1 Digital Decodable Texts on Seesaw</p>

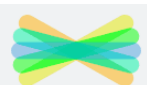
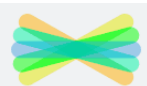
<p>Science and Engineering</p> <p>I can measure and compare properties of different kinds of materials. (Practice 3, 2-PS1-1)</p> <p>This week's lessons guide children to classify Beautiful Stuff according to different physical properties.</p> <p>Invite children to submit their work on Seesaw.</p> <p>Ongoing Assessment: Review children's journal entries. How do children classify materials?</p>	<p>Asynchronous</p> 
<p>Writing (Unit 1, Week 7)</p> <p>I can generate reasons and evidence for my argument. (W.2.1, W.2.4)</p> <p>This week's lessons guide children to write their own argument letters and include lessons about the parts of a letter and adjectives..</p> <p>Ongoing Assessment: Review children's work using the Argument Observation Tool, focusing on Reasons and Evidence.</p>	<p>Asynchronous</p> 
<p>Storytelling and Story Acting</p> <p><i>Storytelling by adults continues, and children continue having opportunities to tell stories to each other. Invite children to tell stories and scribe them, according to a calendar. Try to tell one story each day.</i></p> <p>Send children into breakout rooms in pairs to tell stories to each other. Offer a storytelling prompt, such as</p> <p style="padding-left: 40px;"><i>Once there was a _____ [child, animal, classroom pet] who really wanted to _____. She had a lot of trouble doing this because _____. She asked her friends for help, and this is what they suggested: ...</i></p> <p>Model a story in response to the prompt before sending children to work with partners.</p> <p>See the Storytelling and Story Acting Guide for storytelling routines.</p>	<p>Synchronous</p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can add and subtract fluently within 20 using mental strategies. (2.OA.B.2)</p> <p>I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1)</p> <p>I can present arguments to support my ideas and comment on the reasoning of my classmates. (MP3)</p> <p>Investigations 3 Unit 2 Inv. 1 (S1)</p> <p>Children draw and describe the attributes of 2-D shapes. They extend this work to 3-D shapes as they describe Geoblocks, focusing specifically on the</p>	<p>Synchronous Asynchronous</p> 

<p>number and shape of their faces. Children then think about how to make a two-dimensional representation of a three-dimensional shape as they describe and draw a Geoblock.</p> <p>Use the Geometry Math Tool section throughout the unit to allow children to manipulate solids, adapting according to the options they have available. In addition, take advantage of the setting they are participating from by inviting them to share 3D objects that resemble or have the shapes of the Geoblocks the class is working with.</p>	
<p>Tuesday, November 3</p> <p>Weekly Question: How can I contribute to my school community?</p>	
<p>Community Meeting Community Meeting (Social Awareness: Appreciating diversity, Showing respect for others)</p> <p>Note that today, Tuesday, November 3, is Election Day. Point out that many schools are used as voting sites. Invite children to talk about their voting experiences. Set expectations for respectful conversation about how people make decisions about their votes.</p>	<i>Synchronous</i>
<p>Vocabulary and Language</p> <p>Continue teaching Weekly Words using Week 7 slides.</p>	<i>Synchronous</i>
<p>Text Talk (Unit 1, Week 7, Days 4-5, Unit 1, Week 8, Day 1)</p> <p><i>This text will be used for the End of Unit Assessment; therefore these two lessons focus simply on understanding the gist of the story.</i></p> <p>I can read to understand the gist of the story. (RL.2.1)</p> <p>Six Dots: A Story of Young Louis Braille</p> <p>Six Dots: A Story of Young Louis Braille adapted text and resources</p> <p>Read about half of the text. Check for comprehension.</p> <p>Define any vocabulary words that impair or impede comprehension.</p> <p><i>What has happened in the story so far?</i></p> <p><i>Who are the main characters?</i></p> <p><i>What is the setting?</i></p> <p>Ongoing assessment:</p> <p>Check for children's understanding of the gist of the story, including main events, main characters, and setting.</p> <p>Are there vocabulary words that will need to be further defined in the next day's Text Talk?</p>	<p><i>Synchronous</i></p> 
<p>Foundations</p> <p>I can read trick words. (RF.2.3)</p> <p>I can read words with vowel teams ow, oe, oa. (RF.2.3)</p> <p>I can read words with suffix -est. (RF.2.3)</p>	<i>Synchronous</i>


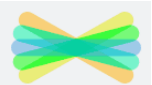
<p>Fundations lesson pacing: Unit 4, Week 1, Day 4</p> <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> How do children use base words to read words with suffixes? How are children reading trick words? <p>See additional assessment resources here.</p>	
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p><i>See Monday's description and possible activities.</i></p> <p><i>On Wednesday and Thursday, use Stations time to administer the End of Unit Assessment.</i> Plan and assign children to Stations activities accordingly throughout the week.</p>	<p><i>Asynchronous</i></p> 
<p>Science and Engineering</p> <p>I can share ideas about science and engineering by talking, writing, drawing about the properties of materials. (Practice 8, 2-PS1-1)</p> <p>This week's lessons guide children to classify Beautiful Stuff according to different physical properties.</p> <p>Invite children to submit their work on Seesaw.</p> <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> Reflect on the discussions. How effectively do children communicate their ideas? <p>Review children's journal entries.</p> <ul style="list-style-type: none"> How do children apply the discussion and their knowledge of the properties of materials to their plans? 	<p><i>Synchronous share, Asynchronous work</i></p> 
<p>Writing (Unit 1, Week 7)</p> <p>I can write an argument letter. (W.2.1, W.2.4)</p> <p>This week's lessons guide children to write their own argument letters and include lessons about the parts of a letter and adjectives..</p> <p>Ongoing Assessment:</p> <p>Review children's work using the Argument Observation Tool.</p>	<p><i>Asynchronous</i></p> 
<p>Storytelling and Story Acting</p> <p><i>See Monday's guidance.</i></p>	<p><i>Synchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence</p>	<p><i>Synchronous</i></p>




<p>I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1)</p> <p>I can present arguments to support my ideas and comment on the reasoning of my classmates. (MP3)</p> <p>Investigations 3 Unit 2 Inv. 1 (S2)</p> <p>Children are introduced to Find the Block, an activity that involves matching a 3-D shape to its 2-D representation. In Math Workshop they identify the 2-D shapes on a 3-D block and draw a representation of a 3-D shape. The session ends with a discussion about attributes of 3-D shapes. Use the Geometry Math Tool section throughout the unit to allow children to manipulate solids, adapting according to the options they have available.</p> <p>The slide presentation Find the Block may be used to show the cards to the class by screen sharing. Children will try to match the shape of one of the faces of the Exploring Solids in the Math Tools section with the projected image. If children don't find a face that matches the shown shape, use the opportunity to ask them why the shapes don't match. Children will need to use shape attributes vocabulary to explain their thinking, making this a very helpful activity to address the standard.</p>	<p><i>Asynchronous</i></p> 
<p>Wednesday, November 4</p> <p>Weekly Question: How can I contribute to my school community?</p>	
<p>Community Meeting (Social Awareness: Appreciating diversity, Showing respect for others)</p> <p>Allow for respectful discussion about what children are hearing in the news about the election. Set expectations for respectful conversation about how people make decisions about their votes. Acknowledge that people have differing emotional responses to the election outcome.</p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language</p> <p>I can identify and use adjectives. (L.2.1b)</p> <p>I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.2.5b)</p> <p>This week's slides guide synchronous learning distinguishing shades of meaning among adjectives. Guidance and teacher script can be found in the slide notes. Make a copy of the slides to record children's contributions.</p> <p>Ongoing Assessment:</p> <p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe texture.</p> <ul style="list-style-type: none"> Can children offer appropriate adjectives? Can children articulate their reasoning for sorting adjectives in a specific way? 	<p><i>Synchronous</i></p>


<p>Text Talk (Unit 1, Week 7, Days 4-5, Unit 1, Week 8, Day 1)</p> <p><i>This text will be used for the End of Unit Assessment; therefore these two lessons focus simply on understanding the gist of the story.</i></p> <p>I can read to understand the gist of the story. (RL.2.1)</p> <p>Six Dots: A Story of Young Louis Braille</p> <p>Six Dots: A Story of Young Louis Braille adapted text and resources</p> <p>Read about half of the text. Check for comprehension.</p> <p>Define any vocabulary words that impair or impede comprehension.</p> <p><i>What has happened in the story now?</i></p> <p><i>Who are the main characters?</i></p> <p><i>What is the setting?</i></p> <p>Ongoing assessment:</p> <p>Check for children’s understanding of the gist of the story, including main events, main characters, and setting.</p>	<p><i>Synchronous</i></p>
<p>Fundations</p> <p>I can read trick words. (RF.2.3)</p> <p>I can read words with vowel teams ow, oe, oa. (RF.2.3)</p> <p>I can read words with suffix -est. (RF.2.3)</p> <p>Fundations lesson pacing: Unit 4, Week 1, Day 5</p> <p>Ongoing Assessment:</p> <p>How do children use base words to read words with suffixes?</p> <p>How are children reading trick words?</p> <p>See additional assessment resources here.</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p><i>See Monday’s description and possible activities.</i></p> <p><i>On Wednesday and Thursday, use Stations time to administer the End of Unit Assessment.</i> Plan and assign children to Stations activities accordingly throughout the week.</p>	<p><i>Asynchronous</i></p> 
<p>Studios Learning Tools and Activities Project</p> <p>I can consider my own and others’ learning needs and write a recommendation for improving our school experience. (W.2.1, Self-awareness: Recognizing personal interests and motivation, Self-Efficacy & Self-Confidence; Social Awareness: Recognizing cultural demands and opportunities)</p>	<p><i>Synchronous introduction, Asynchronous activity</i></p> 

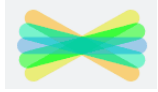
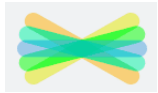
<p>I can represent and advocate for my ideas and needs. (Self-awareness: Self-Efficacy & Self-Confidence)</p> <p>This week and through Week 8, children pursue projects according to the plans they created in Week 6. Plan regular opportunities for children to share and receive feedback as their projects evolve. Consider ways for children to authentically collaborate, perhaps through shared google docs. Continuously bring children back to the question that frames the project: What helpful tools and activities are we using as we learn from home that should be available when we return to our schools? Encourage children to make strong connections between their developing Argument writing and these physical projects.</p> <p>Resources: “Learning Tools and Activities” (slides), Learning Tools and Activities Project Planning sheet</p> <p>Suggested prompts for all Studios work: <i>How do these tools and activities help make learning successful at home? How could they help at school? Why might these be important for all learners?</i></p> <p>Ongoing Assessment: Meet with children individually or in small groups to talk with them about their ideas and help them chart a satisfying and productive direction. Support the development of children’s ideas as they take shape. Note their use of unit vocabulary and their integration and application of ideas from texts and discussions.</p>	<p>Planning Sheet</p>
<p>Writing (Unit 1, Week 7)</p> <p>I can write an argument letter. (W.2.1, W.2.4)</p> <p>This week’s lessons guide children to write their own argument letters and include lessons about the parts of a letter and adjectives..</p> <p>Ongoing Assessment: Review children’s work using the Argument Observation Tool.</p>	<p>Asynchronous</p> 
<p>Storytelling and Story Acting</p> <p><i>See Monday’s guidance.</i></p>	<p>Synchronous</p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1)</p> <p>I can present arguments to support my ideas and comment on the reasoning of my classmates. (MP3)</p> <p>Investigations 3 Unit 2 Inv. 1 (S3)</p>	<p>Synchronous Asynchronous</p> 

<p>Children sort Geoblocks (virtual) based on attributes that they identify. They are introduced to Mystery Block, a new Math Workshop activity that involves describing the attributes of 3-D shapes by touch, without visual cues.</p> <p>Invite children to share objects around them, such as a variety of containers and toys, to describe their attributes as solids. They can make the connection between the object they present and a Geoblock in their virtual tools.</p>	
<p>Thursday, November 5</p> <p>Weekly Question: How can I contribute to my school community?</p>	
<p>Community Meeting (Social Awareness: Showing empathy, Showing respect for others, Relationship Skills: Effectively communicating; Relationship Skills: Collaborative problem solving)</p> <p><i>See and build from Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language</p> <p>I can identify and use adjectives. (L.2.1b)</p> <p>I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.2.5b)</p> <p>This week's slides guide synchronous learning distinguishing shades of meaning among adjectives. Guidance and teacher script can be found in the slide notes. Use your copy of the slides to record children's contributions.</p> <p>Ongoing Assessment:</p> <p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe texture.</p> <p>Can children articulate their reasoning for matching a given adjective to the texture of a particular object?</p>	<p><i>Synchronous</i></p>
<p>Text Talk</p> <p>I can read carefully to understand the meaning of the poem. (RL.2.1, RL.2.2)</p> <p>"Narcissa" (poem on slides)</p> <p>On slide 1 (book cover), introduce the author and context.</p> <p><i>Gwendolyn Brooks was the first African American woman to win a Pulitzer Prize for writing, a very important award. The poems in this book are about children living together in one neighborhood in Chicago, called Bronzeville. We'll read one of these poems.</i></p> <p>Read the poem fluently and all the way through.</p> <p>Then read the poem a second time, pausing to decipher together what the poet means. Children might understand that people like to do different things, and that imagination can be powerful.</p> <p>Ongoing Assessment:</p> <p>What meaning do children make of this poem?</p>	<p><i>Synchronous</i></p>

<p>Foundations</p> <p>I can read trick words. (RF.2.3)</p> <p>I can read words with vowel teams. (RF.2.3)</p> <p>I can read words with suffix -ed. (RF.2.3)</p> <p>Foundations lesson pacing: Unit 4, Week 2, Day 1</p> <p>Ongoing Assessment:</p> <p>How do children use base words to read words with suffixes?</p> <p>How are children reading trick words?</p> <p>See additional assessment resources here.</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p> <p>Use Small Group time to support children with the End of Unit Assessment, as needed.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p><i>See Monday's description and possible activities.</i></p> <p><i>On Wednesday and Thursday, use Stations time to administer the End of Unit Assessment.</i> Plan and assign children to Stations activities accordingly throughout the week.</p>	<p><i>Asynchronous</i></p> 
<p>Studios</p> <p><i>Build from Wednesday's activity:</i> Learning Tools and Activities Project</p> <p>Plan to host, virtually, a community presentation and celebration of the Project work at the end of Week 8, including children's Writing pieces. Engage children in this planning. Communicate the plan to children and families.</p>	<p><i>Asynchronous</i></p>
<p>Writing (Unit 1, Week 7)</p> <p>I can write an argument letter. (W.2.1, W.2.4)</p> <p>I can list adjectives to make my argument stronger. (L.2.1b)</p> <p>This week's lessons guide children to write their own argument letters and include lessons about the parts of a letter and adjectives..</p> <p>Ongoing Assessment:</p> <p>Review children's work using the Argument Observation Tool.</p>	<p><i>Asynchronous</i></p> 
<p>Storytelling and Story Acting</p> <p><i>See Monday's guidance.</i></p> <p>In addition, invite children to ask family members to tell a story at home, in the child's home language.</p>	<p><i>Synchronous</i></p> <p><i>Asynchronous</i></p>

<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1)</p> <p>I can use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, and taking apart, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (2.OA.A.1)</p> <p>Investigations 3 Unit 2 Inv. 1 (S4)</p> <p>Children are introduced to Trace a Face, an activity that focuses on the 2-D faces of 3-D shapes. In Math Workshop they continue to examine the attributes of 3-D shapes.</p> <p>For the tracing activity, invite children to use objects around them, such as a box, jar, ball, marker, etc. They can post on SeeSaw, and this work can support a class discussion.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Friday, November 6</p> <p>Weekly Question: How can I contribute to my school community?</p>	
<p>Community Meeting (Social Awareness: Showing empathy, Showing respect for others, Relationship Skills: Effectively communicating; Relationship Skills: Collaborative problem solving)</p> <p><i>See and build from Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language</p> <p>Facilitate the Carousel Brainstorm routine, with modifications. Use a selection from the Week 7 Weekly Words.</p> <p><i>Note that children will encounter these same Week 8 words at the Vocabulary Station in Week 8.</i></p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Text Talk</p> <p>I can describe how the words in the poem create a rhythm, and how this rhythm adds to the poem's meaning. (RL.2.4)</p> <p>I can produce writing and drawing that shows a positive sense of myself. (W.2.10, Self-Awareness: all skills)</p> <p>"Narcissa" (poem on slides)</p> <p>Reread the poem in full.</p> <p>Then reread the poem stanza by stanza, giving special attention to specific words and to the rhythm of the language. Identify line breaks and their purpose in setting the rhythm. Identify and notice how rhymes contribute emphasis to that rhythm.</p> <p><i>How does the way Gwendolyn Brooks wrote this poem [in short</i></p>	<p><i>Synchronous lesson,</i> <i>Asynchronous writing response</i></p> 


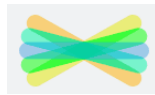
<p>lines and stanzas] <i>help us understand its meaning?</i> <i>Why might the poet describe Narcissa as “small”?</i> <i>Do you think that Narcissa feels small? What evidence do you find in the poem?</i></p> <p>Ask children to write and draw about a positive way they can imagine themselves in the spirit of the poem. For example: First I am a _____, then I am a _____.</p> <p>Ongoing Assessment: Notice how children interact with the language and rhythm of the poem? Review children’s writing. What do children express about themselves? What evidence do the poems express that children are responding to the language or rhythm of the poem? What conventions do they use?</p>	
<p>Foundations I can read trick words. (RF.2.3) I can read words with vowel teams. (RF.2.3) I can read words with suffix -ed. (RF.2.3) Foundations lesson pacing: Unit 4, Week 2, Day 2</p> <p>Ongoing Assessment: How do children use base words to read words with suffixes? How are children reading trick words? See additional assessment resources here.</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p> <p>Use Small Group time to support children with the End of Unit Assessment, as needed.</p>	<p><i>Synchronous</i></p>
<p>Stations <i>See Monday’s description and possible activities.</i></p> <p>Ensure that all children have completed the End of Unit Assessment. Children can continue to share individual Stations work through Seesaw.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Studios <i>Build from Wednesday’s activity:</i> Learning Tools and Activities Project</p> <p>Plan to host, virtually, a community presentation and celebration of the Project work at the end of Week 8, including children’s Writing pieces.</p>	<p><i>Asynchronous</i> <i>Synchronous</i></p>

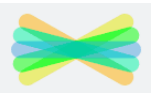
Engage children in this planning. Communicate the plan to children and families.	
Writing (Unit 1, Week 7) I can write an argument letter. (W.2.1, W.2.4) I can include adjectives to make my argument stronger. (L.2.1b) This week's lessons guide children to write their own argument letters and include lessons about the parts of a letter and adjectives.. Ongoing Assessment: Review children's work using the Argument Observation Tool .	Asynchronous  Argument Checklist
Storytelling and Story Acting <i>See Monday's guidance.</i> In addition, invite children to ask family members to tell a story at home, in the child's home language.	Synchronous Asynchronous
Math Pacing Calendar and Scope and Sequence I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1) I can look for and make use of structure. (MP7) Investigations 3 Unit 2 Inv. 1 (S5) Children focus on the attributes of three-dimensional shapes, specifically the number and shape of their faces. They complete an assessment about the attributes of rectangular prisms and cubes. For the assessment, ask children to select one of the objects they used the previous day instead of the suggested Geoblock. Make sure the solid is a prism.	Synchronous Asynchronous 

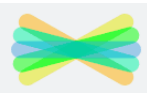
Unit 1, Week 6: October 26-30

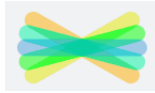

Monday, October 26 Weekly Question: What can we learn about school from global communities? (<i>continues from Week 5</i>)	
Community Meeting (Self-Awareness: Identifying and understanding emotions; Social Awareness: Perspective taking) During Community Meetings this week, host discussions that encourage children to reflect on their experiences with school this fall and that explore	Synchronous


<p>how children are feeling about school in the current context. Recognize that each child's experience may differ, and help children build appreciation for the fact that what is challenging for one person may be enjoyable for another. Reread "What Is School Right Now?"</p> <p>Suggested discussion questions: <i>How are you feeling about school right now? What is challenging about school and learning? What is enjoyable?</i></p> <p>In addition, pause the unit topic this week to recognize the upcoming election day, November 3. Engage the children in conversations about what they know about voting and about the presidential election specifically. Discuss together how people make decisions about their votes. Refrain from asking children which candidates they or their families support.</p>	
<p>Vocabulary and Language</p> <p><i>Note that the approach to teaching vocabulary here differs from that currently in the published Fo2 curriculum; these activities reflect a revision to this component, and support for this revision will continue throughout the school year. See Fo1 Unit 1, Week 1 lesson for introducing the routine and Vocabulary and Language Introduction for description of the component.</i></p> <p>I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.1.5.a)</p> <p>Introduce the Weekly Words routine using a word from the Week 6 slides. Choose several of these words for the week, and teach three to five words each on Monday and Tuesday. The language lessons happen on Wednesday and Thursday, followed by Carousel Brainstorm on Friday.</p> <p>Share the slides with families to foster playful exploration of new words at home.</p>	<p><i>Synchronous</i></p>
<p>Text Talk</p> <p>I can use text features and key ideas to identify what the article is about as a whole and what each paragraph is about. (RI.2.2, RI.2.5)</p> <p>Off to Class, "A Sense of Independence", pages 52-53</p> <p>Read the text on the first 3 slides (slide 4 will be used for close reading on Tuesday). Point out text features and identify the kinds of information they offer and how they contribute to understanding the section as a whole. Define words as needed for comprehension.</p> <p><i>What is this text about?</i> <i>What in the text helps us understand it?</i></p> <p>Ongoing Assessment: During whole group (and small group) discussions, listen to understand how children make sense of the text.</p> <p>What do they understand? What text features do they access?</p>	<p><i>Synchronous</i></p>

How do they grapple with new vocabulary?	
<p>Foundations</p> <p>I can read trick words (RF.2.3)</p> <p>I can read words with vowel teams(RF.2.3)</p> <p>I can read words with closed exceptions (RF.2.3)</p> <p>Foundations lesson pacing: Unit 3, Week 1, Day 3</p> <p>Ongoing Assessment:</p> <p>How do children use vowel teams and closed exceptions to read and write words?</p> <p>How are children reading trick words?</p> <p>See additional assessment resources here.</p>	Synchronous
<p>Strategic Small Groups</p> <p>Using data about children’s knowledge, skills, and habits, strategically convene small groups to target instruction and assign tasks and texts accordingly. Use various text types including decodable, leveled or grade-level text, Foundations materials, and other resources that provide opportunities for children to practice identified skills.</p> <p>See foundational skills assessment resources here.</p> <p>See decodable text resources here.</p>	Synchronous
<p>Stations</p> <p><u>Vocabulary</u></p> <p>I can discuss and represent meanings of words. (L.2.5b)</p> <p>Share the Week 5 Weekly Words.</p> <p><u>Listening and Speaking</u></p> <p>I can take turns in a conversation about a specific topic. (SL.2.1a)</p> <p>Share the slide. Read the prompt.</p> <p><u>Reading</u></p> <p>I can read and understand a variety of texts. (RL.2.10, RI.2.10)</p> <p>Continue to share Decodable Texts (Level 1) and encourage children to read books they have at home and can find online (see Free Digital Books link above).</p> <p><u>Word Work</u></p> <p>Offer children activities related to Foundations lessons and specific to their documented needs.</p>	<p>Synchronous introduction, Asynchronous activity</p>  <p>Example vocabulary activity</p> <p>Unit 1 Digital Decodable Texts on Seesaw</p>
<p>Science and Engineering (Unit 1, Week 2)</p> <p>I can follow my plan to create a chair for a toy. (Practice 6, 2-PS1-2)</p> <p>This week’s lessons guide children to improve a chair design for their favorite toy.</p>	<p>Asynchronous</p> 

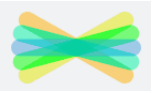

<p>Invite children to submit their work on Seesaw.</p> <p>Ongoing Assessment: Review children's journal entries.</p> <p>How are children communicating their design process? What details do you see in their planning? What improvements do they make to their designs?</p>	
<p>Writing (Unit 1, Week 6) I can identify the main purpose of a text. (RI.2.6) This week's lessons begin a 3-week unit about argument and include lessons about the purpose and structure of argument.</p>	Asynchronous
<p>Storytelling and Story Acting <i>Storytelling by adults continues, and children continue having opportunities to tell stories to each other. Invite children to tell stories and scribe them, according to a calendar. Try to tell one story each day.</i></p> <p>This week try telling a group story that includes several or all of the children in the class. Children might be invited to chime in to add to the story. Once a story has taken shape, invite the children to make gestures to act out the story, one character turn at a time. For example:</p> <p style="padding-left: 40px;"><i>Once there was a _____ [child, animal] who didn't like school because [he couldn't find a comfortable chair, couldn't hear the teacher, got confused easily, had trouble making friends, etc]. Finally, he asked _____ [children in the class] for advice. This is what they suggested...</i></p> <p>See the Storytelling and Story Acting Guide for storytelling and story acting routines.</p>	Synchronous
<p>Math Pacing Calendar and Scope and Sequence I can add and subtract fluently within 20 using mental strategies. (2.OA.B.2) I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1) I can present arguments to support my ideas and comment on the reasoning of my classmates. (MP3)</p> <p>Investigations 3 Unit 2 Inv. 1 (S1)</p> <p>Children draw and describe the attributes of 2-D shapes. They extend this work to 3-D shapes as they describe Geoblocks, focusing specifically on the number and shape of their faces. Children then think about how to make a two-dimensional representation of a three-dimensional shape as they describe and draw a Geoblock.</p> <p>Use the Geometry Math Tool section throughout the unit to allow children to manipulate solids, adapting according to the options they have available. In</p>	<p>Synchronous Asynchronous</p> 

<p>addition, take advantage of the setting they are participating from by inviting them to share 3D objects that resemble or have the shapes of the Geoblocks the class is working with.</p>	
<p>Tuesday, October 27 Weekly Question: What can we learn about school from global communities?</p>	
<p>Community Meeting (Self-Awareness: Identifying and understanding emotions; Social Awareness: Perspective taking) <i>See and build from Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language Continue teaching Weekly Words using Week 6 slides.</p>	<p><i>Synchronous</i></p>
<p>Text Talk I can read a text excerpt closely to identify the author's purpose in highlighting specific information in a text. (RI.2.6) I can cite important details in a discussion with classmates. (SL.2.2) I can gather details in the text to write about how this school provides a good quality education. (W.2.8) <u>Off to Class, "A Sense of Independence"</u>, pages 52-53 Briefly review slides 1-3 (left hand column of slide 3 only), from Monday's reading. Read slide 4 (the right hand column of page 53). <i>From closely reading this part of the text, what do we know about the kinds of things students learn at the Hazelwood School?</i> <i>What in the text tells us that?</i> <i>Why do you think the author chose to highlight this information about the Hazelwood School?</i> Show and read slide 5, revisiting Article 29 of the Rights of the Child. <i>Think about what this right describes.</i> Ask children to choose one of the rooms described in the excerpt and to write and draw in response to this question: <i>How is this room at the Hazelwood School an important part of a "good quality education" where children can "use and develop your talents and abilities"?</i> Have children share their writing and drawing via Seesaw. Ongoing assessment: Listen to children's discussion. What specific details in the text do children cite? How do children understand and articulate the author's purpose in highlighting the various rooms of the school? Review children's writing.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 

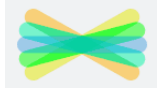
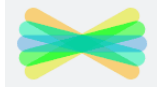
<p>How do children relate the text to the idea that all children have a right to a good quality education? What does children's writing reveal about their own schooling needs? How do their writing and drawing interact?</p>	
<p>Foundations I can read trick words. (RF.2.3) I can read words with vowel teams. (RF.2.3) I can read words with closed exceptions. (RF.2.3) Foundations lesson pacing: Unit 3, Week 1, Day 4 Ongoing Assessment: How do children use vowel teams and closed exceptions to read and write words? How are children reading trick words? See additional assessment resources here.</p>	<i>Synchronous</i>
<p>Strategic Small Groups Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<i>Synchronous</i>
<p>Stations <i>See Monday's description and possible activities.</i> Introduce Stations routines and activities synchronously as needed.</p>	<i>Asynchronous</i> 
<p>Science and Engineering (Unit 1, Week 2) I can use data to decide if my chair works the way it's supposed to. (Practice 4) This week's lessons guide children to design, build, and improve a chair for their favorite toy. Before the lesson, select 2-3 chair designs to share with the class. Invite children to submit their work on Seesaw. Ongoing Assessment: Reflect on the class discussion. How do children respond to each other's designs? What suggestions do they give? Review children's journal entries. What evidence do you see of children incorporating the class discussion into their own plans for improvement?</p>	<i>Synchronous share, Asynchronous work</i> 
<p>Writing (Unit 1, Week 6) I can name the stages of argument. (W.2.1, W.2.4)</p>	<i>Asynchronous</i>

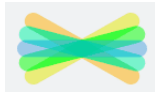
<p>This week's lessons begin a 3-week unit about argument and include lessons about the purpose and structure of argument.</p>	
<p>Storytelling and Story Acting <i>See Monday's guidance, which takes a new turn from previous weeks.</i></p>	<p><i>Synchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1) I can present arguments to support my ideas and comment on the reasoning of my classmates. (MP3)</p> <p>Investigations 3 Unit 2 Inv. 1 (S2) Children are introduced to Find the Block, an activity that involves matching a 3-D shape to its 2-D representation. In Math Workshop they identify the 2-D shapes on a 3-D block and draw a representation of a 3-D shape. The session ends with a discussion about attributes of 3-D shapes. Use the Geometry Math Tool section throughout the unit to allow children to manipulate solids, adapting according to the options they have available.</p> <p>The slide presentation Find the Block may be used to show the cards to the class by screen sharing. Children will try to match the shape of one of the faces of the Exploring Solids in the Math Tools section with the projected image. If children don't find a face that matches the shown shape, use the opportunity to ask them why the shapes don't match. Children will need to use shape attributes vocabulary to explain their thinking, making this a very helpful activity to address the standard.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Wednesday, October 28 Weekly Question: What can we learn about school from global communities?</p>	
<p>Community Meeting (Self-Awareness: Identifying and understanding emotions; Social Awareness: Perspective taking) <i>See and build from Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language I can identify adjectives. (L.2.1b)</p> <p>This week's slides guide synchronous learning introducing adjectives and asynchronous use of adjectives. Guidance and teacher script can be found in the slide notes.</p> <p>Ongoing Assessment: During the discussion, listen for evidence that children are understanding adjectives.</p> <p>Do they identify the adjectives that describe the identified noun?</p>	<p><i>Synchronous</i></p>



<p>Do they understand that adjectives provide more information about nouns?</p>	
<p>Text Talk I can identify the authors’ reasons for why accessible playgrounds are important. (RL.2.8) I can recognize that people play in different ways, and that playgrounds should be accessible to everyone. (Social Awareness: Appreciating diversity, Showing respect for others, Recognizing issues of inequity)</p> <p><u>"Inclusive Playgrounds"</u></p> <p>Show and read slide 1, with Article 31 of the UN Rights of the Child. <i>Where are places children can play?</i> As children name “playgrounds,” proceed to the next slides.</p> <p>Read slides 3-6. Define inclusive: providing equal access for everyone. Define other words as needed to support comprehension. <i>This text is pulled from different articles about playgrounds.</i> <i>What are some reasons the authors of these articles give for why playgrounds should be accessible?</i></p> <p>During the discussion, return to previous slides to support children using evidence from the text.</p> <p>Read slide 7. <i>This is a park and playground next to the Children’s Museum here in Boston. Maybe you have been there!</i></p> <p>Click on the map to navigate to the website, where the map is interactive. Slide the cursor over some of the red dots to see descriptions of the park’s features. Scroll through slides 8-12 to see photos of some of the playground structures. Pause to allow children to respond with observations and connections.</p> <p>Show and pose the question on slide 13. Have children discuss in pairs, small groups, or in the whole group.</p> <p>Ongoing Assessment: During the whole group discussion, notice whether children cite key ideas and details from the text. What reasons do they discover for the importance of accessible playgrounds? How do children think about accessibility, difference, and the right to play?</p>	<p><i>Synchronous</i></p>
<p>Foundations I can read trick words (RF.2.3) I can read words with vowel teams(RF.2.3)</p>	<p><i>Synchronous</i></p>


<p>I can read words with closed exceptions (RF.2.3)</p> <p>Fundations lesson pacing: Unit 3, Week 1, Day 5</p> <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> How do children use vowel teams and closed exceptions to read and write words? How are children reading trick words? <p>See additional assessment resources here.</p>	
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p><i>See Monday's description and possible activities.</i></p> <p>Introduce Stations routines and activities synchronously as needed.</p>	<p><i>Asynchronous</i></p> 
<p>Studios Introducing and Planning the Learning Tools and Activities Project</p> <p><i>Note: This project marks a significant departure from the Our Schools Project in the published curriculum.</i></p> <p>This week's activities build from the ongoing study of schools and how people learn. Children reflect on their own learning in the remote context and the kinds of experiences that have been challenging, supportive, and enjoyable. They consider tools that they have been using, from technological to concrete ones, and activities they have engaged in. Finally, in these last weeks of the unit, as they learn about writing Argument, children make a recommendation for a learning tool or activity that should be available for all children when they return to school buildings.</p> <p>Children will work in any studios defined to date (Art, Building, Library, Writing and Storytelling) and use any materials they choose to communicate their ideas. The question they will address is: What helpful tools and activities are we using as we learn from home that should be available when we return to our schools?</p> <p>I can consider my own and others' learning needs and make a recommendation for improving our school experience. (Self-awareness: Recognizing personal interests and motivation, Self-Efficacy & Self-Confidence; Social Awareness: Recognizing cultural demands and opportunities)</p> <p>I can choose appropriate media with which to represent and advocate for my ideas and needs. (Self-awareness: Self-Efficacy & Self-Confidence)</p> <p>"Learning Tools and Activities" (slides)</p> <p><i>This week we are starting a project that draws on your</i></p>	<p><i>Synchronous introduction, Asynchronous activity</i></p>  <p>Planning Sheet</p>



<p><i>expertise as a learner. First let's read some slides that help us think about the tools we've been using and activities we've been doing.</i></p> <p>Look through the slides, allowing children to make connections. <i>To do this project, you will write your ideas (we'll do that during Writing lessons), and you will also create something to show your idea. You can use any materials you like, from any studio. Let's think about one example.</i></p> <p>Briefly discuss possibilities for the project in various studios and with various materials. Brainstorm a list of possible ideas together as a whole group.</p> <p>Share the Learning Tools and Activities Project Planning sheet on slide 14, via screen share and/or on Seesaw. Talk through one idea (such as a comfortable place to sit), modeling putting the idea into words and writing it down, and then considering and recording possible materials and processes (building it with recycled materials, drawing and labeling as a poster, acting out a PSA, etc.).</p> <p>Then invite children to share their initial ideas with a peer or in a small group. The focus for this week is planning and gathering materials. Encourage children to consider familiar and new materials they might use.</p> <p>Suggested prompts for all Studios work: <i>How do these tools and activities help make learning successful at home? How could they help at school? Why might these be important for all learners?</i></p> <p>This project will evolve over Weeks 6-8. Plan regular opportunities for children to share and receive feedback as their projects evolve. Consider ways for children to authentically collaborate, perhaps through shared google docs.</p> <p>Ongoing Assessment: Review children's plans. Meet with children individually or in small groups to talk with them about their ideas and help them chart a satisfying and productive direction. Support the development of children's ideas as they take shape. Note their use of unit vocabulary and their integration and application of ideas from texts and discussions.</p>	
<p>Writing (Unit 1, Week 6) I can name and identify argument stages. (W.2.1, W.2.4)</p> <p>This week's lessons begin a 3-week unit about argument and include lessons about the purpose and structure of argument.</p>	<p><i>Asynchronous</i></p>
<p>Storytelling and Story Acting <i>See Monday's guidance, which takes a new turn from previous weeks.</i></p>	<p><i>Synchronous</i></p>

<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1)</p> <p>I can present arguments to support my ideas and comment on the reasoning of my classmates. (MP3)</p> <p>Investigations 3 Unit 2 Inv. 1 (S3)</p> <p>Children sort Geoblocks (virtual) based on attributes that they identify. They are introduced to Mystery Block, a new Math Workshop activity that involves describing the attributes of 3-D shapes by touch, without visual cues.</p> <p>Invite children to share objects around them, such as a variety of containers and toys, to describe their attributes as solids. They can make the connection between the object they present and a Geoblock in their virtual tools.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Thursday, October 29</p> <p>Weekly Question: What can we learn about school from global communities?</p>	
<p>Community Meeting (Self-Awareness: Identifying and understanding emotions; Social Awareness: Perspective taking)</p> <p><i>See and build from Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language</p> <p>I can identify and use nouns and adjectives. (L.2.1, L.2.1b)</p> <p>This week's slides guide synchronous learning introducing adjectives and asynchronous use of adjectives. Guidance and teacher script can be found in the slide notes.</p> <p>Ongoing Assessment: Review children's sentences.</p> <ul style="list-style-type: none"> Do they identify the nouns in their sentences? Do they add adjectives? Which questions do children's adjectives answer? (How many/much? What kind? What like? Which ones? Whose?) 	<p><i>Asynchronous</i></p> 
<p>Text Talk</p> <p>I can identify the main topic of a complex informational text and its paragraphs. (RL.2.2)</p> <p>"How Do We Sit?" (slides)</p> <ul style="list-style-type: none"> Show slides 2-7 (images). <i>What do you notice in these photographs?</i> <i>What do you think this text will be about?</i> <p>Introduce and read the article, stopping after slide 11. While reading, pause to define important vocabulary.</p>	<p><i>Synchronous</i></p>

<p><i>What are these parts, or paragraphs, of the article about?</i> <i>What do we learn?</i></p> <p>Ongoing Assessment: How do children identify the main topic of the article so far? How do children identify the main topic of each paragraph? What parts of the text do they cite to build their understanding?</p>	
<p>Fundations I can read trick words. (RF.2.3) I can read words with suffixes. (RF.2.3) Fundations lesson pacing: Unit 4, Week 1, Day 1 Ongoing Assessment: How do children use base-word and suffix to read and write words? How are children reading trick words? See additional assessment resources here.</p>	Synchronous
<p>Strategic Small Groups Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	Synchronous
<p>Stations <i>See Monday's description and possible activities.</i> Introduce Stations routines and activities synchronously as needed.</p>	Asynchronous 
<p>Studios <i>Build from Wednesday's activity: Planning the Learning Tools and Activities Project</i> Continue to support children's project planning. Share related resources as appropriate. Choose one piece of work to use during Friday's Thinking and Feedback session.</p>	Asynchronous
<p>Writing (Unit 1, Week 6) I can compare the ways Sophia argues to different audiences. (W.2.4) This week's lessons begin a 3-week unit about argument and include lessons about the purpose and structure of argument.</p>	Asynchronous
<p>Storytelling and Story Acting <i>See Monday's guidance, which takes a new turn from previous weeks.</i> In addition, invite children to ask family members to tell a story at home, in the child's home language.</p>	Synchronous Asynchronous

<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1)</p> <p>I can use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, and taking apart, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (2.OA.A.1)</p> <p>Investigations 3 Unit 2 Inv. 1 (S4)</p> <p>Children are introduced to Trace a Face, an activity that focuses on the 2-D faces of 3-D shapes. In Math Workshop they continue to examine the attributes of 3-D shapes.</p> <p>For the tracing activity, invite children to use objects around them, such as a box, jar, ball, marker, etc. They can post on SeeSaw, and this work can support a class discussion.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Friday, October 30</p> <p>Weekly Question: What can we learn about school from global communities?</p>	
<p>Community Meeting (Self-Awareness: Identifying and understanding emotions; Social Awareness: Perspective taking)</p> <p><i>See and build from Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language</p> <p>Facilitate the Carousel Brainstorm routine, with modifications, perhaps as follows. Use the Week 6 Weekly Words.</p> <p>Choose 4-5 words to assess with the routine. Arrange children in a corresponding number of breakout rooms, and assign one word to each group. Have children discuss the word in the small group, describing how they might write or draw a representation of the word. Then “rotate” groups, by assigning each group another word.</p> <p>After two or three rounds, have children work independently to draw and/or write something associated with each of the assigned words. Children may post these on Seesaw or physically hold up their work to the screen so an adult may take a photo to save as an assessment.</p> <p><i>Note that children will encounter these same Week 6 words at the Vocabulary Station in Week 7.</i></p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Text Talk</p> <p>I can identify the main topic of a complex informational text and its paragraphs. (RL.2.2)</p>	<p><i>Synchronous</i></p>

<p>I can describe how the author uses quotes to make specific points about the topic. (RI.2.8)</p> <p>I can recognize and articulate my own learning needs. (Self-awareness: Recognizing personal interests and motivation)</p> <p>“How Do We Sit?” (slides)</p> <p>Review important ideas from the previous day’s reading. Continue reading from slide 12 to the end of the article. While reading, pause to define important vocabulary.</p> <p><i>What more have we learned from this article?</i></p> <p><i>What could we say this whole article is about? What’s the main idea?</i></p> <p>Choose one slide (10-14) to read closely.</p> <p><i>The author uses quotes from talking with people at the school to make important points, or to state reasons for how flexible seating benefits learners. In this section of text, what do students and school adults say about flexible seating?</i></p> <p>Support children to refer to specific parts of the text.</p> <p><i>What connections do you make to your own learning needs?</i></p> <p>Ongoing Assessment:</p> <p>How do children identify the main topic of the article as a whole?</p> <p>How do children identify the main topic of a paragraph?</p> <p>How do children understand the purpose of quotes to support the text’s main idea?</p>	
<p>Foundations</p> <p>I can read trick words. (RF.2.3)</p> <p>I can read words with suffixes. (RF.2.3)</p> <p>Foundations lesson pacing: Unit 4, Week 1, Day 2</p> <p>Ongoing Assessment:</p> <p>How do children use base-word and suffixes to read and write words?</p> <p>How are children reading trick words?</p> <p>See additional assessment resources here.</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p><i>See Monday’s description and possible activities.</i></p> <p>Facilitate a whole group Community Conversation to talk about how Stations is going.</p>	<p><i>Synchronous</i></p> <p><i>Asynchronous</i></p> 

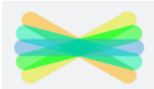
Children can continue to share individual Stations work through Seesaw.	
Studios <i>Continue Wednesday's activity: Planning the Learning Tools Project</i> In the whole group or in small groups, using work identified on Thursday, host a Thinking and Feedback session. Focus the discussion on practical concerns to help children proceed with their plans next week. Encourage children to take on the role of facilitator, introducing each step of the routine and recognizing peers for participation (Noticing, Wondering, Suggesting/Inspiring).	Asynchronous Synchronous
Writing (Unit 1, Week 6) I can write a thesis that appeals to my audience. (W.2.1) This week's lessons begin a 3-week unit about argument and include lessons about the purpose and structure of argument. Ongoing Assessment: Review children's work using the Argument Observation Tool , focusing on Thesis.	Asynchronous 
Storytelling and Story Acting <i>See Monday's guidance, which takes a new turn from previous weeks.</i> In addition, invite children to ask family members to tell a story at home, in the child's home language.	Synchronous Asynchronous
Math Pacing Calendar and Scope and Sequence I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1) I can look for and make use of structure. (MP7) Investigations 3 Unit 2 Inv. 1 (S5) Children focus on the attributes of three-dimensional shapes, specifically the number and shape of their faces. They complete an assessment about the attributes of rectangular prisms and cubes. For the assessment, ask children to select one of the objects they used the previous day instead of the suggested Geoblock. Make sure the solid is a prism.	Synchronous Asynchronous 


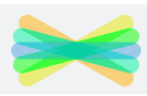
Unit 1, Week 5: October 19-October 23

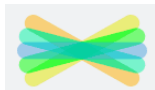
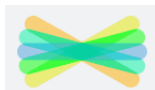
Monday, October 19


Weekly Question: What can we learn about school from global communities?	
<p>Community Meeting (Social Awareness: Showing respect for others, Relationship Skills: Effectively communicating)</p> <p>During Community Meetings this week, focus on listening. Through games and discussions, establish what listening looks like. Discuss various ways people communicate, besides through talking. Explore how people can make sure they understand what someone is communicating. Develop and practice checking for understanding, using sentence stems such as “I think I heard you say...” or “I think she means... Is that right?” Consider various ways of responding when someone expresses a concern, misunderstanding, or need.</p> <p>Revisit and develop routines and prompts for taking turns, listening, checking for understanding, silently connecting (the “Me, too” signal), and responding to others.</p> <p>Suggested discussion questions: <i>How can we make sure we understand what others are communicating? What are some good ways to respond to others?</i></p>	Synchronous
<p>Vocabulary and Language</p> <p><i>Note that the approach to teaching vocabulary here differs from that currently in the published Fo2 curriculum; these activities reflect a revision to this component, and support for this revision will continue throughout the school year. See Fo1 Unit 1, Week 1 lesson for introducing the routine and Vocabulary and Language Introduction for description of the component.</i></p> <p>I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.1.5.a)</p> <p>Use the Weekly Words routine with the Week 5 slides. Choose several of these words for the week, and teach three to five words each on Monday and Tuesday. The language lessons happen on Wednesday and Thursday, followed by Carousel Brainstorm on Friday.</p> <p>Share the slides with families to foster playful exploration of new words at home.</p>	Synchronous
<p>Text Talk (Unit 1, Week 6, Days 3-5)</p> <p>I can make and explain connections between a fictional text and historical information. (RL.2.9, RI.2.9)</p> <p>Dear Mr. Rosenwald, pages 7-8 and 31-32 (slides 6 and 18)</p> <p>Read page 7. Define any new words. Read pages 31 and 32, connecting historical information to events and references in the story.</p> <p>Ongoing Assessment: Note connections children make and confusions they hold between the informational and fictional texts.</p>	Synchronous

<p>Foundations</p> <p>I can read trick words (RF.2.3)</p> <p>I can read words with blends (RF.2.3)</p> <p>I can read words with glued sounds (RF.2.3)</p> <p>Foundations lesson pacing: Unit 2, Week 2, Day 3</p> <p>Ongoing Assessment:</p> <p>How do children use glued sounds and blends to read and write words?</p> <p>How are children reading trick words?</p> <p>See additional assessment resources here.</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups</p> <p>Using data about children’s knowledge, skills, and habits, strategically convene small groups to target instruction and assign tasks and texts accordingly. Use various text types including decodable, leveled or grade-level text, Foundations materials, and other resources that provide opportunities for children to practice identified skills.</p> <p>See foundational skills assessment resources here.</p> <p>See decodable text resources here.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p>Introduce any remaining stations, and revisit standard activities in each, as needed.</p> <p><u>Vocabulary</u></p> <p>I can discuss and represent meanings of words. (L.2.5b)</p> <p>Share the Week 4 Weekly Words: judge, harvest, support, rally, deserve, raise, sparkle, architect, lumber, chance.</p> <p><u>Listening and Speaking</u></p> <p>I can take turns in a conversation about a specific topic. (SL.2.1a)</p> <p>Share the slide. Read the prompt.</p> <p><u>Reading</u></p> <p>I can read and understand a variety of texts. (RL.2.10, RI.2.10)</p> <p>Continue to share Decodable Texts (Level 1) and encourage children to read books they have at home and can find online (see Free Digital Books link above).</p> <p><u>Word Work</u></p> <p>Offer children activities related to Foundations lessons and specific to their documented needs.</p>	<p><i>Synchronous introduction, Asynchronous activity</i></p> <div data-bbox="1252 1136 1406 1224" data-label="Image"> </div> <p>Example vocabulary activity</p> <p>Unit 1 Digital Decodable Texts on Seesaw</p>
<p>Science and Engineering (Unit 1, Week 2)</p> <p>I can design a chair for my favorite toy. (Practice 6, 2-PS1-2)</p>	<p><i>Asynchronous</i></p> <div data-bbox="1252 1787 1406 1875" data-label="Image"> </div>

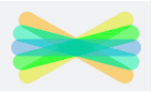
<p>This week's lessons guide children to design, build, and improve a chair for their favorite toy.</p> <p>Invite children to submit their work on Seesaw.</p> <p>Ongoing Assessment: Review children's journal entries and photographs.</p> <ul style="list-style-type: none"> Which materials do they use? Are these materials effective? How do they represent their designs? 	
<p>Writing (Unit 1, Week 5)</p> <p>I can use feedback to plan for revising my personal recount. (W.2.5, W.2.3, W.2.4)</p> <p>I can discuss my writing with a partner, following the routine for providing feedback. (SL.2.1a)</p> <p>This week's lessons conclude the 3-week personal recount unit. Children receive feedback on their work and are guided to revise, edit, and publish their personal recounts. The week ends with a post-assessment of the genre.</p> <p>Ongoing Assessment: Review children's feedback sheets.</p> <ul style="list-style-type: none"> What feedback are children given? Does it match your assessment? What next steps do children set for themselves? Are there any trends emerging? 	<p>Synchronous</p>  <p>Personal Recount Feedback</p>
<p>Storytelling and Story Acting</p> <p>Storytelling by adults continues, and children continue having opportunities to tell stories to each other. This week, begin inviting children to tell stories and scribing them. Make a calendar to schedule children's turns, ensuring that each child has a regular and predictable opportunity to tell a story that is written down. Try to tell one story each day.</p> <p>Send children into breakout rooms in pairs to tell stories to each other. Offer a storytelling prompt, such as</p> <p style="padding-left: 40px;"><i>Once there was a _____ [child, animal, classroom pet] who didn't go to school because [she couldn't get there, had chores to do, etc]. She wanted to go so badly! So this is what she did...</i></p> <p>Model a story in response to the prompt before sending children to work with partners.</p> <p>See the BPS Storytelling and Story Acting webpage for examples of stories to tell and the Storytelling and Story Acting Guide for storytelling routines.</p>	<p>Synchronous</p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can count within 1000; skip-count by 2s, 5s, and 10s. (2.NBT.A.2)</p> <p>I can make sense of problems and persevere in solving them. (MP1)</p>	<p>Synchronous Asynchronous</p>


<p>I can look for and express regularity in repeated reasoning. (MP8)</p> <p>Investigations 3 Unit 1 Inv.3 (S5)</p> <p>Children count out a given number of cubes, group them in three ways (by 2s, by 5s, and by 10s), and fill out a chart about the number of whole towers that can be made and the number of leftovers. Discussion focuses on what happens when a quantity is grouped by 10s.</p> <p>Assignments directly through CLEVER.</p>	
<p>Tuesday, October 20</p> <p>Weekly Question: What can we learn about school from global communities?</p>	
<p>Community Meeting (Social Awareness: Showing respect for others, Relationship Skills: Effectively communicating)</p> <p><i>See and build from Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language</p> <p>Continue teaching Weekly Words using Week 5 slides.</p>	<p><i>Synchronous</i></p>
<p>Text Talk (Unit 1, Week 4, Day 2)</p> <p>I can identify the specific ideas and overall purpose of an official text. (RI.2.2. RI.2.6)</p> <p>I can discuss universal rights for children and why they are important. (Social Awareness: Recognizing issues of inequity)</p> <p>“UN Declaration on the Rights of the Child” slides, full child-friendly text</p> <p>Show the slides.</p> <p><i>What do each of these rights mean?</i></p> <p><i>What is “a good quality education”?</i></p> <p><i>Why do you think so many countries have agreed that a “good quality education” is a right for all children?</i></p> <p>Ongoing assessment:</p> <p>Note how children interact with this text.</p> <p>What sense do children make of the Rights of the Child?</p> <p>To what extent do children place the Rights and their experiences as students in a global context?</p> <p>What vocabulary do children use to express their understandings?</p>	<p><i>Synchronous</i></p> 
<p>Foundations</p> <p>I can read trick words (RF.2.3)</p> <p>I can read words with blends (RF.2.3)</p> <p>I can read words with glued sounds (RF.2.3)</p> <p>Foundations lesson pacing: Unit 2, Week 2, Day 4</p> <p>Ongoing Assessment:</p>	<p><i>Synchronous</i></p>

<p>How do children use glued sounds and blends to read and write words?</p> <p>How are children reading trick words?</p> <p>See additional assessment resources here.</p>	
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p><i>See Monday's description and possible activities.</i></p> <p>Introduce Stations routines and activities synchronously as needed.</p>	<p><i>Asynchronous</i></p> 
<p>Science and Engineering (Unit 1, Week 2)</p> <p>I can use data to decide if my chair works the way it's supposed to. (Practice 4)</p> <p>This week's lessons guide children to design, build, and improve a chair for their favorite toy. Before the lesson, select 2-3 chair designs to share with the class.</p> <p>Invite children to submit their work on Seesaw.</p> <p>Ongoing Assessment:</p> <p>Reflect on the class discussion.</p> <p>How do children respond to each other's designs?</p> <p>What suggestions do they give?</p> <p>Review children's journal entries.</p> <p>What evidence do you see of children incorporating the class discussion into their own plans for improvement?</p>	<p><i>Synchronous share, Asynchronous work</i></p> 
<p>Writing (Unit 1, Week 5)</p> <p>I can revise my writing to fit the purpose, structure, and language of personal recount. (W.2.5, W.2.4, W.2.3, W.2.5b, L.2.1e, L.2.1b)</p> <p>This week's lessons conclude the 3-week personal recount unit. Children receive feedback on their work and are guided to revise, edit, and publish their personal recounts. The week ends with a post-assessment of the genre.</p> <p>Before the lesson, plan for small group instruction. Review the Personal Recount Observation Tools and choose one area of revision for each child. Group children according to common needs, and plan for times to meet with groups synchronously. (Small group instruction takes place today and tomorrow.) Plan to revisit and extend instruction in the areas of need. See the Week 5 lessons for additional ideas, noting that some topics were not introduced in the remote version of this unit.</p>	<p><i>Synchronous small group meetings, Asynchronous revisions</i></p>


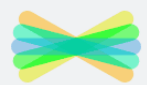
<p>Ongoing Assessment: Reflect on small group work. How do children grapple with the topics reviewed? Do they seem well-equipped to revise in that area? What additional instruction do they require?</p>	
<p>Storytelling and Story Acting <i>See Monday's guidance.</i></p>	<p><i>Synchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. (2.MD.C.8) I can use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, and taking apart, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (2.OA.A.1) I can count within 1000; skip-count by 2s, 5s, and 10s. (2.NBT.A.2) I can look for and express regularity in repeated reasoning. (MP8)</p> <p>Investigations 3 Unit 1 Inv.3 (S6) Children revisit How Many Pockets?. They group cubes into sets of 10 to calculate the total number of pockets, and compare this number to the previous Pocket Days' total. Problems about tens and ones are added to Math Workshop. The session ends with a short assessment about coin values and equivalencies. If time is short, use the assessment in another session.</p> <p>Meet in small groups to observe children at work and record observations using the checklists; this will provide very good information about children's understandings. These checklists may be used in place of the End of Unit Assessment.</p> <p>All activities can be assigned through CLEVER. Embedded Assessment Checklist for MP1 <i>This session continues into Wednesday.</i></p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Wednesday, October 21 Weekly Question: What can we learn about school from global communities?</p>	
<p>Community Meeting (Social Awareness: Showing respect for others, Relationship Skills: Effectively communicating) <i>See and build from Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language I can identify nouns. (L.2.1) I can sort nouns into categories to get a better sense of what the words mean. (L.2.5)</p>	<p><i>Synchronous</i></p>

<p>This week's slides guide synchronous learning introducing, sorting, and using nouns. Guidance and teacher script can be found in the slide notes. Make a copy of the slides to record children's contributions.</p> <p>Ongoing Assessment: During the discussion, listen for evidence that children are understanding nouns.</p> <p>Do they offer people, places, and things? Are they able to place nouns into categories?</p>	
<p>Text Talk</p> <p>I can describe how characters from different texts express the importance of education in their lives. (RL.2.3)</p> <p>"UN Declaration on the Rights of the Child" (slides, full child-friendly text), Letter to my Teacher, Louie, Upside Down Boy/El niño de cabeza, "Dear Teacher" video, Dear Mr. Rosenwald</p> <p>Ahead of the lesson, review texts and choose and flag pages of text and illustrations from which children can draw conclusions about the value of education in characters' lives. Facilitate a discussion in the whole group and/or in pairs or small groups.</p> <p><i>What does "a good quality education" mean for characters we have met in books so far?</i></p> <p>Ongoing Assessment: Listen in to conversations. What do children say about how various characters value their educational opportunities and experiences?</p>	Synchronous
<p>Fundations</p> <p>I can read trick words (RF.2.3) I can read words with blends (RF.2.3) I can read words with glued sounds (RF.2.3)</p> <p>Fundations lesson pacing: Unit 2, Week 2, Day 5</p> <p>Ongoing Assessment: How do children use glued sounds and blends to read and write words? How are children reading trick words? See additional assessment resources here.</p>	Synchronous
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	Synchronous

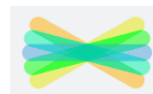
<p>Stations <i>See Monday's description and possible activities.</i> Introduce Stations routines and activities synchronously as needed.</p>	<p><i>Asynchronous</i></p> 
<p>Studios A Good Quality Education I can make a plan and identify, gather, and use materials to communicate my ideas about “a good quality education.” (Self-Awareness: Recognizing cultural and linguistic assets, Decision Making: Identifying values, choices, and decisions) Invite children to broaden the tools and processes they use to explore and communicate ideas through new studios, specifically introducing the Research and Writing and Storytelling Studios. Show appropriate Studios Signs (see Introduction Part 3: Tools) in introducing studios. <i>You have been using Beautiful Stuff to communicate ideas about schools and other important places in our community. Using Beautiful Stuff is one material you can use in the Art Studio and the Building Studio. We have other studios, as well!</i> Encourage children to identify and gather any new materials they may use for these studios, such as: <u>Research Studio</u> <ul style="list-style-type: none"> ● paper or notebook ● writing and drawing tools ● books, articles, and other print material ● internet access for looking up topics of interest (direct children to a library-sponsored site, ask family members to curate/ supervise) <u>Writing and Storytelling</u> <ul style="list-style-type: none"> ● paper or notebook ● writing and drawing tools ● family clothes to use for dress up (ask permission first!) ● Beautiful Stuff for making props ● household items as props (make sure they are replaced after use!) Suggested prompt for all Studios work: <i>What can you find out and what can you show about why children deserve to have “a good quality education”?</i> Ongoing Assessment: Studios are a time to understand what children are thinking about, what activities they gravitate towards, how they use materials, their vocabulary and language use, and how they are connecting to unit ideas.</p>	<p><i>Synchronous introduction, Asynchronous activity</i></p>
<p>Writing (Unit 1, Week 5) I can revise my writing to fit the purpose, structure, and language of personal recount. (W.2.5, W.2.4, W.2.3, W.2.5b, L.2.1e, L.2.1b)</p>	<p><i>Synchronous small group meetings,</i></p>

<p>This week's lessons conclude the 3-week personal recount unit. Children receive feedback on their work and are guided to revise, edit, and publish their personal recounts. The week ends with a post-assessment of the genre.</p> <p>Continue to meet with small groups, according to the plans established before yesterday's lesson.</p> <p>Ongoing Assessment: Reflect on small group work.</p> <p>How do children grapple with the topics reviewed? Do they seem well-equipped to revise in that area? What additional instruction do they require?</p>	<p><i>Asynchronous revisions</i></p>
<p>Storytelling and Story Acting Repeat or build on a previous story, or tell a new story.</p> <p>See the BPS Storytelling and Story Acting webpage for examples of stories to tell and the Storytelling and Story Acting Guide for storytelling routines.</p>	<p><i>Synchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. (2.MD.C.8)</p> <p>I can use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, and taking apart, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (2.OA.A.1)</p> <p>I can count within 1000; skip-count by 2s, 5s, and 10s. (2.NBT.A.2)</p> <p>I can look for and express regularity in repeated reasoning. (MP8)</p> <p>Investigations 3 Unit 1 Inv.3 (S6)</p> <p>Children revisit How Many Pockets? They group cubes into sets of 10 to calculate the total number of pockets, and compare this number to the previous Pocket Days' total. Problems about tens and ones are added to Math Workshop. The session ends with a short assessment about coin values and equivalencies.</p> <p>Meet in small groups to observe children at work and record observations using the checklists; this will provide very good information about children's understandings. These checklists may be used in place of the End of Unit Assessment.</p> <p>Embedded Assessment Checklist for MP1</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Thursday, October 22</p> <p>Weekly Question: What can we learn about school from global communities?</p>	

<p>Community Meeting (Social Awareness: Showing respect for others, Relationship Skills: Effectively communicating) <i>See and build from Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language I can identify and use nouns. (L.2.1) I can sort nouns into categories to get a better sense of what the words mean. (L.2.5) This week's slides guide synchronous learning introducing, sorting, and using nouns. Guidance and teacher script can be found in the slide notes. Use the copy of slides made yesterday. Ongoing Assessment: Review children's sentences. Do they identify the nouns in their sentences? Are they able to place nouns into categories?</p>	<p><i>Synchronous</i></p>
<p>Text Talk I can look critically at photographs and discuss the information they relate. (RI.2.7, SL.2.2) "Education Around the World Right Now" (slides) Preview the slides and select several to a dozen to share, according to the cultural assets and references of children and families in the class. Make a copy of the slides and include just those selections. Share the slides (images with brief captions). <i>Look closely at these images. How are children receiving a good quality education around the world right now, in the pandemic?</i> Invite children to look at and read the text at home with their families. Ask family members to talk with their children about their own beliefs about and experiences with education. Ongoing Assessment: What details do children highlight? What questions do they have? What might they like to learn more about? Use these observations to make suggestions to children about ideas they might explore and express and materials they might use as they approach Studios.</p>	<p><i>Synchronous</i></p>
<p>Fundations I can read trick words (RF.2.3) I can read words with vowel teams(RF.2.3) I can read words with closed exceptions (RF.2.3)</p>	<p><i>Synchronous</i></p>

<p>Fundations lesson pacing: Unit 3, Week 1, Day 1</p> <p>Ongoing Assessment:</p> <p>How do children use vowel teams and closed exception to read and write words?</p> <p>How are children reading trick words?</p> <p>See additional assessment resources here.</p>	
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p><i>See Monday's description and possible activities.</i></p> <p>Introduce Stations routines and activities synchronously as needed.</p>	<p><i>Asynchronous</i></p> 
<p>Studios</p> <p><i>Build from Wednesday's activity: Constructing with Beautiful Stuff.</i></p> <p>In the whole group or in small groups, invite children to share the materials they have gathered, studios they are exploring, and products they have created. Note that "products" includes stories they tell and act out.</p> <p>Choose one piece of work to use during Friday's Thinking and Feedback session.</p>	<p><i>Asynchronous</i></p>
<p>Writing (Unit 1, Week 4, Day 4; Unit 1, Week 5)</p> <p>I can write a title. (W.2.3, W.2.4)</p> <p>I can prepare my writing for an audience. (L.2.1)</p> <p>This week's lessons conclude the 3-week personal recount unit. Children receive feedback on their work and are guided to revise, edit, and publish their personal recounts. The week ends with a post-assessment of the genre.</p> <p>Ongoing Assessment:</p> <p>Review children's titles.</p> <p>Are they informative and enticing?</p> <p>Review children's published work for clarity.</p>	<p><i>Asynchronous</i></p>  <p>Personal Recount Post-Assessment</p>
<p>Storytelling and Story Acting</p> <p><i>See Monday's guidance.</i></p> <p>In addition, invite children to ask family members to tell a story at home, in the child's home language.</p>	<p><i>Synchronous</i></p> <p><i>Asynchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2)</p> <p>I can count within 1000; skip-count by 2s, 5s, and 10s. (2.NBT.A.2)</p>	<p><i>Synchronous</i></p> <p><i>Asynchronous</i></p>

I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. (2.MD.C.8)
 I can use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, and taking apart, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (2.OA.A.1)
 I can look for and express regularity in repeated reasoning. (MP8)



Investigations 3 Unit 1 Inv.3 (S7)

Children solve an Enough For The Class? problem and show their work. Math Workshop follows. Class discussion focuses on a problem about tens and ones.

Meet in small groups to observe children at work and record observations using the checklists; this will provide very good information about children's understandings. These checklists may be used in place of the [Unit 1 End of Unit Assessment](#) posted in the Math Department Website, if desired.

Organize the class in such a way to enable observing children as they work and to provide support as necessary.

[Embedded Assessment Checklist for MP1](#)

This session continues into Friday.

Friday, October 23

Weekly Question: What can we learn about school from global communities?

Community Meeting (Social Awareness: Showing respect for others, Relationship Skills: Effectively communicating)

See and build from Monday's suggestions.

Synchronous

Vocabulary and Language

Facilitate the [Carousel Brainstorm routine](#), with modifications, perhaps as follows. Use the Week 5 Weekly Words.

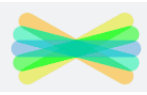
Choose 4-5 words to assess with the routine. Arrange children in a corresponding number of breakout rooms, and assign one word to each group. Have children discuss the word in the small group, describing how they might write or draw a representation of the word. Then "rotate" groups, by assigning each group another word.

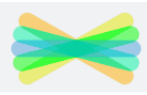
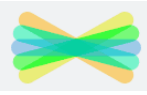
After two or three rounds, have children work independently to draw and/or write something associated with each of the assigned words. Children may post these on Seesaw or physically hold up their work to the screen so an adult may take a photo to save as an assessment.

Note that children will encounter these same Week 5 words at the Vocabulary Station in Week 6.

*Synchronous
Asynchronous*




<p>Text Talk (Unit 1, Week 2, Days 1-3)</p> <p>I can compare two learners from different stories by thinking about how they act around specific events. (RL.2.3, RL.2.9)</p> <p>I can reflect on myself as a learner. (Self-Awareness: Understanding of personal and sociocultural identities)</p> <p>“UN Declaration on the Rights of the Child” (slides)</p> <p><i>Why is the right to education important to you?</i></p> <p>Invite children to choose one of the Rights of the Child and think about why this right is important to them. Move them into breakout rooms for paired or small group discussions to discuss their ideas.</p> <p>Ask children to write and draw about their ideas.</p> <p>Ongoing Assessment: Review children’s writing. Note their ideas, text citations, as well as language and writing conventions.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>
<p>Foundations</p> <p>I can read trick words (RF.2.3)</p> <p>I can read words with vowel teams(RF.2.3)</p> <p>I can read words with closed exceptions (RF.2.3)</p> <p>Foundations lesson pacing: Unit 3, Week 1, Day 2</p> <p>Ongoing Assessment: How do children use vowel teams and closed exceptions to read and write words? How are children reading trick words? See additional assessment resources here.</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p><i>See Monday’s description and possible activities.</i></p> <p>Facilitate a whole group Community Conversation to talk about how Stations is going. See Stations introduction.</p> <p><i>How did it go with the ____ [newly introduced] Station this week?</i> <i>What is working? What is still challenging?</i> <i>What ideas do you have for how we can work as a community during Stations?</i></p> <p>Integrate children’s ideas into the developing classroom agreements and routines.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 

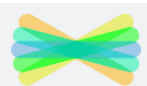
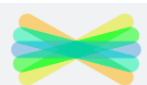
Children can continue to share individual Stations work through Seesaw.	
Studios <i>Continue Wednesday's activity: A Good Quality Education</i> In the whole group or in small groups, using work identified on Thursday, host a Thinking and Feedback session. Encourage children to take on the role of facilitator, introducing each step of the routine and recognizing peers for participation (Noticing, Wondering, Suggesting/Inspiring).	Asynchronous Synchronous
Writing (Unit 1, Week 5) I can write a true story from my life. (W.2.3) This week's lessons conclude the 3-week personal recount unit. Children receive feedback on their work and are guided to revise, edit, and publish their personal recounts. The week ends with a post-assessment of the genre. Assessment: Score children's work using the Personal Recount Rubric . Reflect and make notes about the unit. What did children understand about the purpose, structure, and language of personal recount? What is still challenging? What do I still need to address with children this year? What might I do differently next year?	Asynchronous 
Storytelling and Story Acting <i>See Monday's guidance.</i> In addition, invite children to ask family members to tell a story at home, in the child's home language.	Synchronous Asynchronous
Math Pacing Calendar and Scope and Sequence I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can count within 1000; skip-count by 2s, 5s, and 10s. (2.NBT.A.2) I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. (2.MD.C.8) I can use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, and taking apart, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (2.OA.A.1) I can look for and express regularity in repeated reasoning. (MP8) Investigations 3 Unit 1 Inv.3 (S7) Children solve an Enough For The Class? problem and show their work. Math Workshop follows. Class discussion focuses on a problem about tens and ones.	Synchronous Asynchronous 


<p>Be sure to have met with all children and collected good information about what they understand well and what they need more practice with. The Unit 1 End of Unit Assessment posted in the Math Department Website may be administered. Organize the class in such a way to enable observing children as they work and to provide support as necessary.</p> <p>Embedded Assessment Checklist for MP1</p>	
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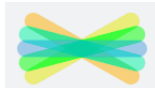
Unit 1, Week 4: October 12-October 16

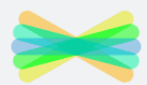

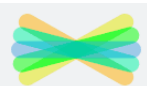
Monday, October 12 <i>Indigenous Peoples Day - NO SCHOOL</i>	
Tuesday, October 13 Weekly Question: Why is school important?	
<p>Community Meeting (Social Awareness: Recognizing cultural demands and opportunities, Relationship Skills: Effectively communicating)</p> <p>During Community Meetings this week, explore ways that people communicate with each other, both in person and remotely. Consider how members of the classroom community, both children and adults, communicate with each other. Ask children to talk about the ways they communicate in their families, both within their households and with family who live elsewhere. Recognize opportunities to connect across places, cultures, and language, and draw on these experiences. Along with traditional forms of communication (talking, calling, writing, using video conferences), consider the ways that the pandemic has impacted and increased communication in our communities (window signs, sidewalk chalk, signs). Explore how these forms of communication support families.</p> <p>Suggested discussion questions: <i>Why do we communicate [purpose, audience]? What kinds of communication work best between home and school?</i></p>	<i>Synchronous</i>
<p>Vocabulary and Language</p> <p><i>Note that the approach to teaching vocabulary here differs from that currently in the published Fo2 curriculum; these activities reflect a revision to this component, and support for this revision will continue throughout the school year. See Fo1 Unit 1, Week 1 lesson for introducing the routine and Vocabulary and Language Introduction for description of the component.</i></p> <p>I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.1.5.a)</p>	<i>Synchronous</i>

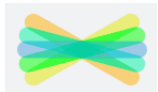
<p>Use the Weekly Words routine with the Week 4 slides. Choose six words for the week, and teach three words each on Tuesday and Wednesday. The first language lesson happens on Thursday this week, followed by Carousel Brainstorm on Friday.</p> <p>Share the slides with families to foster playful exploration of new words at home.</p>	
<p>Text Talk (Unit 1, Week 6, Days 3-5)</p> <p>I can understand a story by asking and discussing questions. (RL.2.1)</p> <p>Dear Mr. Rosenwald</p> <p>Read through page 10 or so, about half of the text. (Page 1 begins, 1920: One Room School.) Surface and answer questions to help children make sense of the text.</p> <p>Ongoing Assessment: Take note of how children approach the task of formulating questions. Use their questions to plan the next encounter with the text.</p>	<p><i>Synchronous</i></p>
<p>Foundations Fun Hub</p> <p>I can read trick words (RF.2.3)</p> <p>I can read words with blends (RF.2.3)</p> <p>I can read words with digraph (RF.2.3)</p> <p>Foundations lesson pacing: Unit 2, Week 1, Day 4</p> <p>Ongoing Assessment: How do children use digraphs and blends to read and write words? Which Level 1 trick words do children read? See additional assessment resources here.</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups</p> <p>Once some data has been collected about children’s knowledge, skills, and habits, strategically convene small groups to target instruction and assign tasks and texts accordingly. Use various text types including decodable, leveled or grade-level text, Foundations materials, and other resources that provide opportunities for children to practice identified skills.</p> <p>See foundational skills assessment resources here.</p> <p>See decodable text resources here.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p>Introduce any remaining stations, and revisit standard activities in each, as needed.</p> <p><u>Vocabulary</u></p> <p>I can discuss and represent meanings of words. (L.2.5b)</p>	<p><i>Synchronous introduction, Asynchronous activity</i></p> 


<p>Share the Week 3 Weekly Words: <i>student, advice, expert, attention, explain, language, imagination, worry, bother, together</i>.</p> <p>Listening and Speaking I can take turns in a conversation about a specific topic. (SL.2.1a) Share the slide. Read the prompt.</p> <p>Reading I can read and understand a variety of texts. (RL.2.10, RI.2.10) Continue to share Decodable Texts (Levels K and 1) and encourage children to read books they have at home and can find online (see Free Digital Books link above).</p> <p>Word Work Offer children activities related to Foundations lessons.</p>	<p>Example vocabulary activity</p> <p>Unit 1 Digital Decodable Texts on Seesaw</p>
<p>Science and Engineering I can share scientific findings with other scientists. (Practice 8) I can use evidence to support a claim. (Practice 7) This week's lessons guide children to share findings from the previous week's investigations. Invite children to submit their work on Seesaw. Ongoing Assessment: How do children represent and describe the various stages of the experiment?</p>	<p><i>Synchronous discussion, Asynchronous journal entry</i></p> 
<p>Writing (Unit 1, Week 1, Day 5) I can choose a topic for my personal recount. (W.2.3) I can list verbs that relate to the topic of my personal recount. (W.2.5b) This week's lessons introduce language features of personal recount and guide children to write their own personal recounts. Ongoing Assessment: Which topics do children choose for their personal recounts? Which verbs do they list? Do the verbs relate to the topics? Are they written in the past tense?</p>	<p><i>Asynchronous</i></p> 
<p>Storytelling and Story Acting Storytelling by adults continues, and children continue having opportunities to tell stories to each other. This week, begin inviting children to tell stories and scribing them. Make a calendar to schedule children's turns, ensuring that each child has a regular and predictable opportunity to tell a story that is written down. Try to tell one story each day.</p>	<p><i>Synchronous</i></p>



<p>Send children into breakout rooms in pairs to tell stories to each other. Offer a storytelling prompt, such as</p> <p><i>Think of two characters from different books, or choose two toys from home, and think about a message they might want to send to each other. Tell a story that shows them communicating!</i></p> <p>Model a story in response to the prompt before sending children to work with partners.</p> <p>See the BPS Storytelling and Story Acting webpage for examples of stories to tell and the Storytelling and Story Acting Guide for storytelling routines.</p>	
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (2.OA.A.1)</p> <p>I can count within 1000; skip-count by 2s, 5s, 10s, and 100s. (2.NBT.A.2)</p> <p>I can explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.B.9)</p> <p>I can make sense of problems and persevere in solving them. (MP1)</p> <p>Investigations 3 Unit 1 Inv.3 (S1)</p> <p>Children determine how many they are in their class and use this information to solve an Enough for the Class? problem. Class discussion focuses on strategies for finding the difference between two quantities.</p> <p>Suggestions for Enough for the Class: children need to gather a bag and two handfuls of small objects to put in it. If the objects are larger, recommend three or four handfuls. Even though each child might have their own bags, they can work in pairs via breakout rooms to solve the problem on their own and then share with a classmate. Teachers can join different breakout rooms to observe how children are approaching the problem and to gather ideas for the discussion.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Wednesday, October 14</p> <p>Weekly Question: Why is school important?</p>	
<p>Community Meeting (Social Awareness: Recognizing cultural demands and opportunities, Relationship Skills: Effectively communicating)</p> <p><i>See and build from Tuesday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language</p> <p><i>See Tuesday's activity.</i></p>	<p><i>Synchronous lesson,</i></p>

Share the slides with families to foster playful exploration of new words at home.	<i>Asynchronous exploration</i>
Text Talk (Unit 1, Week 6 , Days 3-5) I can understand a story by asking and discussing questions. (RL.2.1) Dear Mr. Rosenwald Read through the remainder of the text. Continue to surface and answer questions to help children make sense of the text. Ongoing Assessment: Take note of how children approach the task of formulating questions. Use their questions to plan the next encounter with the text. What meaning do children make of the text through the questions they ask?	<i>Synchronous</i>
Foundations Fun Hub I can read trick words (RF.2.3) I can read words with blends (RF.2.3) I can read words with digraph (RF.2.3) Foundations lesson pacing: Unit 2, Week 1, Day 5 Ongoing Assessment: How do children use digraphs and blends to read and write words? Which Level 1 trick words do children read? See additional assessment resources here .	<i>Synchronous</i>
Strategic Small Groups <i>See Tuesday's guidance.</i> See foundational skills assessment resources here . See decodable text resources here .	<i>Synchronous</i>
Stations <i>See Monday's description and possible activities.</i> Introduce Stations routines and activities synchronously as needed.	<i>Asynchronous</i> 
Science and Engineering I can share scientific findings with other scientists. (Practice 8) I can share scientific ideas with other people in my community. (Practice 8) This week's lessons guide children to share findings from the previous week's investigations. Invite children to submit their work on Seesaw. Ongoing Assessment: How do children represent and describe the various stages of the experiment?	<i>Synchronous discussion, Asynchronous work</i> 



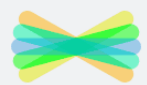
<p>Writing (Unit 1, Week 2; Unit 1, Week 3; Unit 1, Week 4)</p> <p>I can write a personal recount that includes an orientation. (W.2.3, W.2.4)</p> <p>I can use past tense verbs related to the topic. (W.2.5b, L.2.1e)</p> <p>This week's lessons introduce language features of personal recount and guide children to write their own personal recounts.</p> <p>Ongoing Assessment: Review children's work using the Personal Recount Observation Tool, focusing on Orientation and Verbs.</p>	<p><i>Asynchronous</i></p> 
<p>Storytelling and Story Acting</p> <p><i>See Tuesday's guidance.</i></p>	<p><i>Synchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2)</p> <p>I can explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.B.9)</p> <p>I can look for and express regularity in repeated reasoning. (MP8)</p> <p>Investigations 3 Unit 1 Inv.3 (S2)</p> <p>Children investigate whether order matters with subtraction. Then, Fact Cards for subtraction are introduced. Children receive a new set of cards that include mostly familiar subtraction facts related to the addition facts they have been practicing (e.g., Minus 1, Minus 2, 10 Minus, Minus Half). They sort them into their envelopes of "Facts I Know" and "Facts I Am Still Working On."</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>  <p>Fact Cards</p>
<p>Thursday, October 15</p> <p>Weekly Question: Why is school important?</p>	
<p>Community Meeting (Social Awareness: Recognizing cultural demands and opportunities, Relationship Skills: Effectively communicating)</p> <p><i>See and build from Tuesday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language</p> <p>I can change verbs to the past tense. (L.2.1e)</p> <p>This lesson builds upon the learning about verbs begun in Writing on Tuesday.</p> <p>Ongoing Assessment: Review children's verbs lists.</p> <p>Do children accurately change verbs to the past tense? Which patterns need to be taught/retaught? Are there any trends emerging?</p>	<p><i>Asynchronous</i></p> 
<p>Text Talk (Unit 1, Week 6, Days 3-5)</p> <p>I can use the illustrations and text to help me understand the main character</p>	<p><i>Synchronous</i></p>

<p>and her relationship to school. (RL.2.7)</p> <p><u>Dear Mr. Rosenwald</u></p> <p>Read through the text.</p> <p><i>Why is school important to Ovella? Why do you think this?</i></p> <p><i>What evidence can you gather?</i></p> <p>Invite children to read the text at home with their families.</p> <p>Ongoing Assessment:</p> <p>Listen in during whole and smaller group discussions to understand how children use both text and illustrations to make meaning. Note any connections children make to this character and her relationship with school.</p>	
<p>Fundations</p> <p>I can read trick words (RF.2.3)</p> <p>I can read words with blends (RF.2.3)</p> <p>I can read words with glued sounds (RF.2.3)</p> <p>Fundations lesson pacing: Unit 2, Week 2, Day 1</p> <p>Ongoing Assessment:</p> <p>How do children use glued sounds and blends to read and write words?</p> <p>How are children reading trick words?</p> <p>See additional assessment resources <u>here</u>.</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups</p> <p><i>See Tuesday's guidance.</i></p> <p>See foundational skills assessment resources <u>here</u>.</p> <p>See decodable text resources <u>here</u>.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p><i>See Tuesday's description and possible activities.</i></p> <p>Introduce Stations routines and activities synchronously as needed.</p>	<p><i>Asynchronous</i></p> 
<p>Studios Continue Constructing with Beautiful Stuff</p> <p>I can make a plan, identify and gather materials, and create a construction, working through problems and frustration as they arise. (Self-Awareness: self-efficacy and self-confidence)</p> <p>I can create labels that name my construction and its parts. (W.1.10)</p> <p>In introducing Studios, revisit the discussion from last week's Thinking and Feedback session to relaunch previous work and/or inspire new efforts.</p> <p>If children explored and constructed freely (see Week 3 suggestion 1), encourage them to build their home learning space, a school, or another important structure in their community (see Week 3 suggestion 2).</p>	<p><i>Synchronous introduction, Asynchronous activity</i></p>

<p>If they have been building community places, encourage them to try to build a model of the space where they do their learning at home or of a school building, perhaps incorporating new and challenging features. For example, if they built solid structures, challenge them to try a more delicate structure, such as a desk, a covered entryway, a covered bus stop, or playground structures.</p> <p>Continue to encourage children to build without use of adhesives and to consider the various properties of the materials they are using.</p> <p>Children may also be invited to re-categorize and label their collections. They and their families can continuously add to their collections. Suggest new materials they might look for.</p> <p>See Week 3, Wednesday Studios for more guidance.</p> <p>Ask children to share a photo of their constructions in progress. Choose one piece of work to use during Friday's Thinking and Feedback session. Confer with the presenting child about possible feedback she or he may solicit.</p> <p>Ongoing Assessment: How do children use materials? (flexibly? innovatively? repetitively?) What do children do when they encounter challenge and frustration? Pay attention to the themes that are important to children. What features of a school building do they include or focus on, and what do these choices communicate about what is important to them about school?</p>	
<p>Writing (Unit 1, Week 2; Unit 1, Week 3; Unit 1, Week 4)</p> <p>I can write a personal recount that includes an orientation and all of the events, in sequence. (W.2.3, W.2.4)</p> <p>I can use past tense verbs related to the topic. (W.2.5b, L.2.1e)</p> <p>I can introduce new events using phrases of time. (L.2.1b)</p> <p>This week's lessons introduce language features of personal recount and guide children to write their own personal recounts.</p> <p>Ongoing Assessment: Review children's work using the Personal Recount Observation Tool, focusing on Sequence of Events and Phrases of Time.</p>	<p><i>Asynchronous</i></p> 
<p>Storytelling and Story Acting</p> <p><i>See Tuesday's guidance.</i></p> <p>In addition, invite children to ask family members to tell a story at home, in the child's home language.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2)</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>

<p>I can use addition within 100 to solve one- and two-step word problems involving situations of adding to by using drawings and equations with a symbol for the unknown number to represent the problem. (2.OA.A.1)</p> <p>I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? (2.MD.C.8)</p> <p>I can make sense of problems and persevere in solving them. (MP1)</p> <p>Investigations 3 Unit 1 Inv.3 (S3)</p> <p>Children learn Collect 50¢, a game about coin equivalencies. Math Workshop includes this game, practicing addition and subtraction facts, and another Enough for the Class? problem. Discussion focuses on coin equivalencies.</p> <p>Direct children to the Game Center. Children can play individually or in small groups via breakout rooms. Although each child will play on their own screen, they can share their moves. Remind children that if they run out of space they can always exchange coins to have the least amount of coins on the board. Encourage children to write equations to match each round.</p> <p>In meeting with small groups use this embedded assessment for MP1.</p>	
<p>Friday, October 16</p> <p>Weekly Question: Why is school important?</p>	
<p>Community Meeting (Social Awareness: Recognizing cultural demands and opportunities, Relationship Skills: Effectively communicating)</p> <p><i>See and build from Tuesday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language</p> <p>Facilitate the Carousel Brainstorm routine, with modifications, perhaps as follows. Use the Week 4 Weekly Words.</p> <p>Choose about four words to assess with the routine. Arrange children in a corresponding number of breakout rooms, and assign one word to each group. Have children discuss the word in the small group, describing how they might write or draw a representation of the word. Then “rotate” groups, by assigning each group another word.</p> <p>After two or three rounds (depending on the group’s facility with breakout rooms), have children work independently to draw and/or write something associated with each of the assigned words. Children may post these on Seesaw or physically hold up their work to the screen so an adult may take a photo to save as an assessment.</p> <p>Note that children will encounter these same Week 4 words at the Vocabulary Station in Week 5.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Text Talk (Unit 1, Week 6, Days 3-5)</p>	<p><i>Synchronous</i></p>

<p>I can focus on words and phrases in the text in order to deepen my understanding. (RL.2.4)</p> <p>I can make and explain connections between a fictional text and a historical photograph. (RL.2.9, RI.2.9)</p> <p>This lesson might be adapted to include a response to text in writing and drawing.</p> <p>Dear Mr. Rosenwald; Photograph 3 (Rosenwald School) slides</p> <p>Choose selections of the text that have drawn children’s particular interest. Identify important words or phrases that contribute to building understanding or clarifying misconceptions. Read these selections.</p> <p>Show the slide, first without the caption. Facilitate a brief Visual Thinking Strategies routine. Invite children to make connections between the text and the photograph.</p> <p><i>What’s going on here?</i></p> <p><i>What makes you say that?</i></p> <p><i>What else can we find?</i></p> <p>Move children into breakout rooms for paired or small group discussions.</p> <p><i>What connections do you make between the book, Dear Mr. Rosenwald, and the photograph of a Rosenwald School classroom?</i></p> <p>Bring the group back together and harvest ideas from several pairs.</p> <p><i>What questions do you have now?</i></p> <p>Ongoing Assessment:</p> <p>What connections do children draw between the text and the photograph? How does the photograph extend their understanding?</p> <p>What questions are children asking?</p>	<p><i>Asynchronous</i></p>
<p>Foundations</p> <p>I can read trick words (RF.2.3)</p> <p>I can read words with blends (RF.2.3)</p> <p>I can read words with glued sounds (RF.2.3)</p> <p>Foundations lesson pacing: Unit 2, Week 2, Day 2</p> <p>Ongoing Assessment:</p> <p>How do children use glued sounds and blends to read and write words?</p> <p>How are children reading trick words?</p> <p>See additional assessment resources here.</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups</p> <p>See Tuesday’s guidance.</p>	<p><i>Synchronous</i></p>

<p>See foundational skills assessment resources here. See decodable text resources here.</p>	
<p>Stations <i>See Tuesday's description and possible activities.</i></p> <p>If useful, facilitate a whole group Community Conversation to talk about how Stations is going and plan to adjust according to children's needs and ideas.</p> <p>Children can continue to share individual Stations work through Seesaw.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Studios <i>See Thursday's activity: Continuing to Construct with Beautiful Stuff.</i></p> <p>Using work selected previously, in the whole group or in small groups, use the Thinking and Feedback routine. See Routines, pages 5-6, visuals for steps, visuals slides. If introducing the routine gradually, add Wondering, and Suggesting/Inspiring if appropriate for the group. Be sure to record children's suggestions to inform next week's Studios work.</p>	<p><i>Asynchronous</i> <i>Synchronous</i> <i>Thinking & Feedback session</i></p>
<p>Writing (Unit 1, Week 2; Unit 1, Week 3; Unit 1, Week 4)</p> <p>I can write a personal recount that includes an orientation, sequence of events, and conclusion. (W.2.3, W.2.4)</p> <p>I can use past tense verbs related to the topic. (W.2.5b, L.2.1e)</p> <p>I can introduce new events using phrases of time. (L.2.1b)</p> <p>This week's lessons introduce language features of personal recount and guide children to write their own personal recounts.</p> <p>Ongoing Assessment: Review children's work using the Personal Recount Observation Tool, focusing on Conclusion, Verbs, and Phrases of Time.</p>	<p><i>Asynchronous</i></p> 
<p>Storytelling and Story Acting <i>See Tuesday's guidance.</i></p> <p>In addition, invite children to ask family members to tell a story at home, in the child's home language.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2)</p> <p>I can use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to by using drawings and equations with a symbol for the unknown number to represent the problem. (2.OA.A.1)</p> <p>I can make sense of problems and persevere in solving them. (MP1)</p> <p>Investigations 3 Unit 1 Inv.3 (S4)</p> <p>Children focus on developing fluency with coin equivalencies and addition and subtraction facts, and on solving comparison problems with the</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 

difference unknown. Class discussion focuses on strategies for comparing two numbers to find the difference.

Continue using [Embedded Assessment for MP1](#).

Unit 1, Week 3: October 5-October 9

Monday, October 5

Weekly Question: How do we make sure that each member of our community can do her or his best learning?

Community Meeting (Social Awareness: Perspective-taking, Relationship Skills: Relationship building)

During Community Meetings this week, focus on understanding who is part of the school community and the classroom community, and getting to know each other. Consider inviting other school community members to join a class meeting (custodian, office clerk/ secretary, principal) to introduce themselves and describe what they do.

Play community games to help children and classroom adults get to know each other, such as I'm Thinking of a Person Who... (see [K2 Community Meeting Resources](#)).

Suggested discussion question: *How can we make sure all members of our school community can do their best learning?*

Review and add to classroom agreements, as appropriate.

By the end of the week, solidify the Classroom Agreements, noting that new ones may be added as children return to school in person.

Synchronous

Vocabulary and Language


Note that the approach to teaching vocabulary differs from that currently in the published Fo2 curriculum; these activities reflect a revision to this component, and support for this revision will continue throughout the school year. See Fo1 [Unit 1, Week 1 lesson](#) for introducing the routine and [Vocabulary and Language Introduction](#) for description of the component. Carousel Brainstorm begins this week, on Friday. Language lessons will begin in Week 4.



I can talk with my classmates about words. (SL.1.1)

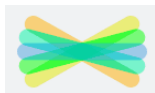

I can connect words to my own real-life experiences. (L.1.5.a)

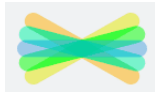
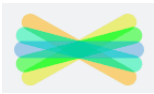
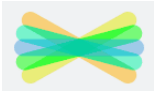
Introduce the Weekly Words routine using a word from the [Week 3 slides](#). Choose two words each day and use the routine Monday through Thursday. Share the slides with families to foster playful exploration of new words at home.

Synchronous


<p>Text Talk (Unit 1, Week 3, Day 1)</p> <p>I can identify the video director’s main message. (RI.2.6)</p> <p>I can appreciate the learning needs of others. (Social Awareness: Showing respect for others)</p> <p>I can name my own learning needs. (Self-Management: Agency)</p> <p><u>“Dear Teacher”</u> video</p> <p>Watch the video together.</p> <p><i>What kinds of things do these students tell their teachers that they need to do their best learning?</i></p> <p><i>What do you need to do your best learning?</i></p> <p><i>Why do you think the video director made this video? Why do you think so?</i></p> <p>Ongoing Assessment:</p> <p>What do children understand about themselves and others?</p> <p>Do children identify a purpose for this video text?</p>	<p><i>Synchronous</i></p>
<p>Foundations Fun Hub</p> <p>I can read trick words. (RF.2.3)</p> <p>I can read words with blends. (RF.2.3)</p> <p>I can read words with digraphs. (RF.2.3)</p> <p>Foundations lesson pacing: Unit 1, Week 2, Day 4</p> <p>Ongoing Assessment:</p> <p>How do children use digraphs and blends to read and write words?</p> <p>Which Level 1 trick words do children read?</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p>Stations continue to be introduced, according to the developing routines of the virtual classroom and small group routines specifically. See Launching Stations in Unit 1, Week 1 and Week 2.</p> <p><u>Vocabulary</u></p> <p>I can discuss and represent meanings of words. (L.2.5b)</p> <p>Share the Week 2 Weekly Words: <i>bright, patience, tug, brave, whisper, fearless, agreement, community, include, rule.</i></p> <p><u>Listening and Speaking</u></p> <p>I can take turns in a conversation about a specific topic. (SL.2.1a)</p> <p>Share the slide. Read the prompt.</p> <p><u>Reading</u></p>	<p><i>Synchronous introduction, Asynchronous activity</i></p>  <p>Example vocabulary activity</p>



<p>I can read and understand a variety of texts. (RL.2.10, RI.2.10) Continue to share Decodable Texts (Levels K and 1) and encourage children to read books they have at home and can find online (see Free Digital Books link above).</p> <p><u>Word Work</u> Offer children activities related to Foundations lessons.</p>	
<p>Science and Engineering I can plan and carry out an investigation. (Practice 3) This week's lessons guide children to plan and carry out their own investigations. Invite children to submit their work on Seesaw. Ongoing Assessment: How do children represent and describe the various stages of the experiment?</p>	<p><i>Asynchronous</i></p> 
<p>Writing (Unit 1, Week 1) I can write a true story from my life. (W.2.3) This week's lessons begin a 3-week unit about personal recount. The week begins with a pre-assessment of the genre, followed by lessons about the purpose and structure of personal recount. Assessment: Score children's work using the Personal Recount Rubric. Use the Personal Recount Pre-Assessment Reflection to plan for next steps.</p>	<p><i>Asynchronous</i></p> 
<p>Storytelling and Story Acting Continue telling short stories with the goals of building community and a culture of storytelling, modeling narrative structure, and connecting with children personally. Each day, build on the previous day's story or tell a new story. Practice sending children into breakout rooms in pairs to tell stories to each other. Offer a storytelling prompt, if useful, such as <i>Think of two characters from different books, or choose two toys from home, and tell a story about what might happen if they met each other. What would they do to get to know each other?</i> Model a story in response to the prompt before sending children to work with partners. See the BPS Storytelling and Story Acting webpage for examples of stories to tell and the Storytelling and Story Acting Guide for storytelling routines.</p>	<p><i>Synchronous</i></p>

<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.B.9)</p> <p>Investigations 3 Unit 1 Inv.2 (S6)</p> <p>Children are introduced to Fact Cards, a tool they will use over the course of the year to become fluent with addition and subtraction within 20. They begin with a set of mostly familiar addition facts, thinking about categories of problems (e.g., Doubles, Plus 1, Plus 2, Make 10) and sorting them into envelopes of “Facts I Know” and “Facts I Am Still Working On.”</p> <p>The fact cards may be posted on SeeSaw for children to make their own.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>  <p>Example math activity</p>
<p>Tuesday, October 6</p> <p>Weekly Question: How do we make sure that each member of our community can do her or his best learning?</p>	
<p>Community Meeting (Social Awareness: Perspective-taking, Relationship Skills: Relationship building) <i>See and build from Monday’s suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language <i>See Monday’s activity.</i></p>	<p><i>Synchronous</i></p>
<p>Text Talk (Unit 1, Week 2, Days 4-5)</p> <p>I can identify details from a text to compare ways people learn together and alone. (RI.2.1) I can ask and answer questions about our reading and discussion to clarify my understanding of the children’s comments. (SL.2.3) I can name my own learning preferences. (Self-Management: Agency)</p> <p>“Children’s Comments about Learning”</p> <p style="padding-left: 40px;">In preparation, read the full text. Reflecting on group discussions and observations so far, choose about four parts of the text to read aloud. Select the corresponding slides. Plan prompts for discussion.</p> <p style="padding-left: 80px;"><i>When do you prefer to work with others? Why?</i> <i>When do you prefer to work alone? Why?</i></p> <p>Ongoing assessment: How do children reflect on their own learning preferences? What connections do they make to the learning needs surfaced in the discussion about the “Dear Teacher” video?</p>	<p><i>Synchronous</i></p>  <p>Key events activity</p>
<p>Foundations Fun Hub</p> <p>I can read trick words. (RF.2.3) I can read words with blends. (RF.2.3)</p>	<p><i>Synchronous</i></p>

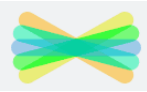
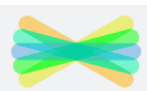
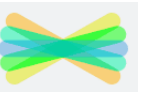
<p>I can read words with digraphs. (RF.2.3)</p> <p>Fundations lesson pacing: Intro to Fundations, Unit 1, Week 2, Day 5</p> <p>Ongoing Assessment:</p> <p>How do children use digraphs and blends to read and write words?</p> <p>Which Level 1 trick words do children read?</p>	
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<i>Synchronous</i>
<p>Stations</p> <p><i>See Monday's description and possible activities.</i></p> <p>Introduce Stations routines and activities synchronously as needed.</p>	<i>Asynchronous</i> 
<p>Science and Engineering</p> <p>I can share scientific findings with other scientists. (Practice 8)</p> <p>I can design another way to solve a problem. (Practice 6)</p> <p>This week's lessons guide children to plan and carry out their own investigations.</p> <p>Invite children to submit their work on Seesaw.</p> <p>Ongoing Assessment:</p> <p>How effective are children at communicating their scientific findings?</p> <p>Which methods of hand washing do children test?</p> <p>How do they represent their experiments and findings?</p>	<i>Synchronous share, Asynchronous experiment</i> 
<p>Writing (Unit 1, Week 1)</p> <p>I can identify the main purpose of a text. (RI.2.6)</p> <p>This week's lessons begin a 3-week unit about personal recount. The week begins with a pre-assessment of the genre, followed by lessons about the purpose and structure of personal recount.</p>	<i>Asynchronous</i>
<p>Storytelling and Story Acting</p> <p><i>See Monday's guidance.</i></p>	<i>Synchronous</i>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2)</p> <p>I can explain why addition and subtraction strategies work, using place value and the properties of operations.(2.NBT.B.9)</p> <p>I can look for and express regularity in repeated reasoning. (MP8)</p> <p>Investigations 3 Unit 1 Inv.2 (S6)</p>	<i>Synchronous Asynchronous</i> 


<p>Children learn and play a variation of Five-in-a-Row that involves subtraction and 3 number cubes. Discussion focuses on strategies for subtracting. Direct children to the Game Center.</p> <p>Suggestion for synchronous small groups to play Five-in-a-Row: Meet with two children at a time, playing one round of the game until one or both children make five in a row. Copy the board from the Game Center on a white board or large piece of paper so children can see it and make decisions about their moves. Each child rolls his/her own dice (from the home kits) and directs where to place his/her chip or color in. Doing this will offer a quick observation of how fluidly each child can subtract within 20.</p>	
<p>Wednesday, October 7</p> <p>Weekly Question: How do we make sure that each member of our community can do her or his best learning?</p>	
<p>Community Meeting (Social Awareness: Perspective-taking, Relationship Skills: Relationship building) <i>See Monday's suggestions, continuing to develop classroom agreements.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language <i>See Monday's activity.</i></p> <p>Share the slides with families to foster playful exploration of new words at home.</p>	<p><i>Synchronous lesson, Asynchronous exploration</i></p>
<p>Text Talk (Unit 1, Week 2, Days 1-3) I can describe how the main character responds to major events in the story. (RL.2.3)</p> <p>The Upside Down Boy, El niño de cabeza Read the full text. <i>How does Juanito feel about school at the beginning of the book?</i> <i>What happens in the story? How do Juanito's feelings change?</i> Have children practice talking with a partner through use of breakout rooms, sharing their ideas about the question just discussed in the whole group.</p> <p>Ongoing Assessment: What do children say about how the main character responds to events in the story? What connections do they make to their own experiences? How are children now managing remote partner conversations?</p>	<p><i>Synchronous</i></p>
<p>Foundations Fun Hub I can read trick words. (RF.2.3)</p>	<p><i>Synchronous</i></p>


<p>I can read words with glued sounds. (RF.2.3) I can read r-controlled words. (RF.2.3)</p> <p>Fundations lesson pacing: Unit 2, Week 1, Day 1</p> <p>Ongoing Assessment: How do children use glued sounds and r-controlled to read and write words? Which Level 2 trick words do children read?</p>	
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p><i>See Monday's description and possible activities.</i></p> <p>Introduce Stations routines and activities synchronously as needed.</p>	<p><i>Asynchronous</i></p> 
<p>Studios Constructing with Beautiful Stuff</p> <p>I can make a plan, identify and gather materials, and create a construction, working through problems and frustration as they arise. (Self-Awareness: self-efficacy and self-confidence)</p> <p>I can create labels that name my construction and its parts. (W.1.10)</p> <p>Two approaches to constructing with Beautiful Stuff are suggested. Consider the needs of the group and their experience with Beautiful Stuff. In either case, encourage children to restrain from using any kind of adhesives for their buildings. This serves two purposes: children are forced to grapple with properties of materials and how they work together, encountering challenges of balance and strength; and materials are not used up so quickly (they can be used over and over again, like blocks).</p> <ol style="list-style-type: none"> 1. Children use materials in their Beautiful Stuff collections to construct freely, further developing their familiarity with the properties of various materials and exploring how different materials might work together. Challenge children to explore vertical constructions, to use multiple kinds of materials, and to find a way to save works in progress. 2. Children use materials in their Beautiful Stuff collections to build a structure to represent an important place in their community. They may represent a particular building, open space, or work of public art, for example; or they may make a more abstract construction that communicates a feeling they have about their community. Slides 1-3 of "What is School Right Now?"/ "¿Qué es la escuela ahora?" could act as a provocation for thinking about constructions in these two different ways. 	<p><i>Synchronous introduction, Asynchronous activity</i></p>



<p>In either case, encourage children to invite family members to participate in thinking about and creating these constructions.</p> <p>Ask children to create labels to title a construction and what it represents, or that name a structure and its important parts and features.</p> <p>Ongoing Assessment:</p> <p>How do children use materials? (flexibly? innovatively? repetitively?)</p> <p>What do children do when they encounter challenge and frustration?</p> <p>Pay attention to the themes that are important to children. What do they choose to build, and what do these choices communicate about their sense of community?</p> <p>Note what kinds of materials children have access to and what no-cost materials might be provided or suggested toward broadening their collections.</p>	
<p>Writing (Unit 1, Week 1)</p> <p>I can describe the structure of personal recounts. (RL.2.5, W.2.3)</p> <p>I can tell a personal recount that includes an orientation. (W.2.3)</p> <p>This week's lessons begin a 3-week unit about personal recount. The week begins with a pre-assessment of the genre, followed by lessons about the purpose and structure of personal recount.</p> <p>Invite children to record videos of themselves telling personal recounts and post them on Seesaw.</p> <p>Ongoing assessment:</p> <p>When telling personal recounts, which parts of the orientation do children include? Which do they omit?</p>	<p><i>Asynchronous</i></p> 
<p>Storytelling and Story Acting</p> <p>Repeat or build on a previous story, or tell a new story.</p> <p>See the BPS Storytelling and Story Acting webpage for examples of stories to tell and the Storytelling and Story Acting Guide for storytelling routines.</p>	<p><i>Synchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2)</p> <p>I can explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.B.9)</p> <p>I can look for and express regularity in repeated reasoning. (MP8)</p> <p>Investigations 3 Unit 1 Inv.2 (S7)</p> <p>Children learn a variation of Quick Images that focuses on images of numbers shown as dots in Ten Frames.</p> <p>Meet with small groups or individually as children play addition and subtraction games. Use the Embedded Assessment (MP8) with addition games.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 

Thursday, October 8 Weekly Question: How do we make sure that each member of our community can do her or his best learning?	
Community Meeting (Social Awareness: Perspective-taking, Relationship Skills: Relationship building) <i>See Monday's suggestions, continuing to develop classroom agreements.</i>	<i>Synchronous</i>
Vocabulary and Language <i>See Monday's activity.</i> Share the slides with families to foster playful exploration of new words at home.	<i>Synchronous lesson, Asynchronous exploration</i>
Text Talk (Unit 1, Week 2 , Days 1-3) I can make sense of language to understand the meaning of the story and the character Juanito. (RL.2.4) The Upside Down Boy , El niño de cabeza Read the text. Pause at figurative language the narrator, Juanito, uses to describe himself, and ask children to think about what these phrases mean in the context of the story and the developing character: Page 10: "My tongue is a rock." Page 14: "upside down boy" Page 24: "pours letters," "waves tumble onto the page" Page 28: "upside down" [new meaning] Invite children to read the text at home with their families. Ongoing Assessment: What strategies do children use to make sense of figurative language? How do they express	<i>Synchronous</i>
Foundations Fun Hub I can read trick words. (RF.2.3) I can read words with glued sounds. (RF.2.3) I can read r-controlled words. (RF.2.3) Foundations lesson pacing: Unit 2 , Week 1, Day 2 Ongoing Assessment: How do children use digraphs and blends to read and write words? Which Level 1 trick words do children read?	<i>Synchronous</i>
Strategic Small Groups Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.	<i>Synchronous</i>

<p>Stations <i>See Monday's description and possible activities.</i> Introduce Stations routines and activities synchronously as needed.</p>	<p>Asynchronous</p> 
<p>Studios <i>Build from Wednesday's activity: Constructing with Beautiful Stuff.</i> Ask children to share a photo of their constructions in progress. Choose one piece of work to use during Friday's introduction of the Thinking and Feedback routine.</p>	<p>Asynchronous</p>
<p>Writing (Unit 1, Week 1) I can describe the structure of personal recounts. (RL.2.5, W.2.3) I can tell a personal recount that includes an orientation and all of the events, in sequence. (W.2.3) This week's lessons begin a 3-week unit about personal recount. The week begins with a pre-assessment of the genre, followed by lessons about the purpose and structure of personal recount. Invite children to record videos of themselves telling personal recounts and post them on Seesaw. Ongoing assessment: When telling personal recounts, which parts of the orientation do children include? Which do they omit? Do they tell all of the events in order?</p>	<p>Asynchronous</p> 
<p>Storytelling and Story Acting <i>See Monday's guidance.</i> In addition, invite children to ask family members to tell a story at home, in the child's home language.</p>	<p>Synchronous Asynchronous</p>
<p>Math Pacing Calendar and Scope and Sequence I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.B.9) I can look for and express regularity in repeated reasoning. (MP8) Investigations 3 Unit 1 Inv.2 (S8) Children discuss using known addition combinations (e.g., combinations of 10, doubles) to solve problems with several addends in any order. Math Workshop continues. Children solve several problems with multiple addends as an assessment. Upload the Number String assessment on SeeSaw and ask children to submit their work. Record what strategies each child is using, and identify strengths and next steps. Ask children to explain why their chosen strategies work.</p>	<p>Synchronous Asynchronous</p> 

<p>More time is built into the next session to observe all the children. This will provide good information for planning.</p>	
<p>Friday, October 9 Weekly Question: How do we make sure that each member of our community can do her or his best learning?</p>	
<p>Community Meeting (Social Awareness: Perspective-taking, Relationship Skills: Relationship building) <i>See Monday's suggestions, continuing to develop classroom agreements.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language Facilitate the Carousel Brainstorm routine, with modifications, perhaps as follows. Choose about four words to assess with the routine. Arrange children in a corresponding number of breakout rooms, and assign one word to each group. Have children discuss the word in the small group, describing how they might write or draw a representation of the word. Then “rotate” groups, by assigning each group another word. After two or three rounds (depending on the group’s facility with breakout rooms), have children work independently to draw and/or write something associated with each of the assigned words. Children may post these on Seesaw or physically hold up their work to the screen so an adult may take a photo to save as an assessment. Note that children will encounter these same Week 3 words at the Vocabulary Station in Week 4.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Text Talk (Unit 1, Week 2, Days 1-3) I can compare two learners from different stories by thinking about how they act around specific events. (RL.2.3, RL.2.9) I can reflect on myself as a learner. (Self-Awareness: Understanding of personal and sociocultural identities) The Upside Down Boy, El niño de cabeza; also A Letter to My Teacher Read through the selections of each text, focusing on pages where the narrators describe their feelings and responses to various events. <i>What do we know about Juanito as a learner?</i> <i>What do we know about this narrator [A Letter to My Teacher] as a learner?</i> Move children into breakout rooms for paired or small group discussions. <i>What connections do you make to yourself as a learner?</i> Ongoing Assessment:</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>


<p>Notice what children draw upon in text and illustration to understand the characters and events.</p> <p>Pay attention to how children express their own needs and preferences as learners, and whether they connect these to personal experiences.</p>	
<p>Foundations Fun Hub</p> <p>I can read trick words. (RF.2.3)</p> <p>I can read words with glued sounds. (RF.2.3)</p> <p>I can read r-controlled words. (RF.2.3)</p> <p>Foundations lesson pacing: Unit 2, Week 1 Day 3</p> <p>Ongoing Assessment:</p> <p>How do children use digraphs at the beginning/ending of words and blends to read and write words?</p> <p>Which Level 1 trick words do children read?</p>	<i>Synchronous</i>
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<i>Synchronous</i>
<p>Stations</p> <p><i>See Monday's description and possible activities.</i></p> <p>Facilitate a whole group Community Conversation to talk about how Stations is going. See Stations introduction.</p> <p><i>How did it go with the ____ [newly introduced] Station this week?</i></p> <p><i>What is working? What is still challenging?</i></p> <p><i>What ideas do you have for how we can work as a community during Stations?</i></p> <p>Integrate children's ideas into the developing classroom agreements and routines.</p> <p>Children can continue to share individual Stations work through Seesaw.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Studios</p> <p><i>Continue Wednesday's activity: Constructing with Beautiful Stuff.</i></p> <p><i>See Wednesday's activity: Constructing with Beautiful Stuff.</i></p> <p>Using work selected previously, in the whole group or in small groups, introduce and use the Thinking and Feedback routine. See Routines, pages 5-6, visuals for steps, visuals slides. To introduce the routine gradually, facilitate only the first three steps (Looking, Noticing, Listening), and then add Wondering and Suggesting/Inspiring in successive sessions.</p>	<i>Asynchronous</i> <i>Synchronous</i>
<p>Writing (Unit 1, Week 1)</p> <p>I can describe the structure of personal recounts. (RL.2.5, W.2.3)</p>	<i>Asynchronous</i>


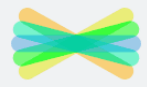
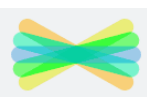
<p>I can tell a personal recount that includes an orientation, sequence of events, and conclusion. (W.2.3)</p> <p>This week's lessons begin a 3-week unit about personal recount. The week begins with a pre-assessment of the genre, followed by lessons about the purpose and structure of personal recount.</p> <p>Invite children to record videos of themselves telling personal recounts and post them on Seesaw.</p> <p>Ongoing assessment:</p> <ul style="list-style-type: none"> When telling personal recounts, which parts of the orientation do children include? Which do they omit? Do they tell all of the events in order? How do children conclude their recounts? with a final event? by talking about why the experience was important? with a feeling? Are any trends emerging? 	
<p>Storytelling and Story Acting <i>See Monday's guidance.</i> In addition, invite children to ask family members to tell a story at home, in the child's home language.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.B.9) I can look for and express regularity in repeated reasoning. (MP8)</p> <p>Investigations 3 Unit 1 Inv.2 (S8)</p> <p>Continue meeting with children to assess their fluency up to 20 and the strategies they use. Make sure they can explain why their chosen strategies work.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 

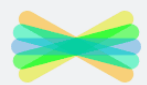


Unit 1, Week 2: September 28-October 2

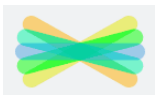
<p>Monday, Sept. 28</p> <p>Weekly Question: Who is in our school community? How and where do we learn?</p>	
<p>Community Meeting (Social Awareness: Perspective-taking, Relationship Skills: Relationship building)</p> <p>During Community Meetings this week, continue practicing learning routines, use of online tools, and flexible at-home organization for learning in collaboration with families. Focus on getting to know children and giving</p>	<p><i>Synchronous</i></p>

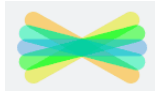
<p>them opportunities to introduce their families as they desire.</p> <p>Play community games to help children and classroom adults get to know each other, such as Favorite Share (see K2 Community Meeting Resources).</p> <p>Suggested discussion question: <i>What agreements do we want to make about learning together?</i></p> <p>Begin a community Classroom Agreements document that can be revisited and edited over time, perhaps in slides or on a large surface that can be shown on screen. Revisit this question and record children’s ideas throughout the week. Agreements can be formalized at the beginning of Week 3.</p>	
<p>Vocabulary and Language</p> <p><i>Note that the approach to teaching vocabulary differs from that currently in the published Fo2 curriculum; these activities reflect a revision to this component, and support for this revision will continue throughout the school year. See Fo1 Unit 1, Week 1 lesson for introducing the routine and Vocabulary and Language Introduction for description of the component. Carousel Brainstorm and Language lessons will begin in Week 3.</i></p> <p>I can talk with my classmates about words. (SL.1.1)</p> <p>I can connect words to my own real-life experiences. (L.1.5.a)</p> <p>Introduce the Weekly Words routine using a word from the Week 2 slides. Choose two words each day and use the routine throughout the week.</p>	Synchronous
<p>Text Talk (Unit 1, Week 1, Day 1)</p> <p><i>Note: Use this Text Talk guidance to lightly reinterpret the published lessons in deference to newer Social Studies standards.</i></p> <p>I can describe the main character’s experience in school and tell some key details that support my thinking. (RL.2.3)</p> <p>I can connect my own feelings to the feelings of the narrator in the text. (Self awareness: Identifying and understanding emotions)</p> <p>I can locate the continent of Africa on a map of the world. (2.T2.1)</p> <p>A Letter to My Teacher</p> <p>Read through the text together.</p> <p><i>How does the narrator feel about school? What in the text makes you think so?</i></p> <p><i>How does the narrator’s experiences remind you of an experience you are have had in school?</i></p> <p>Define what an explorer is, showing the slide of Mary Kingsley and pointing out the location of the continent of Africa. Be sure to identify Africa as a <i>continent</i> containing many different countries.</p> <p><i>Why did the narrator want to be like Mary Kingsley? What feeling did she want to have?</i></p>	Synchronous

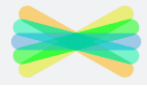
<p>Ongoing Assessment: During the whole group discussion, take note of which details in the illustrations and text children cite to identify how the narrator feels about her experience. Pay attention to the emotions children express about their own school experiences. Make connections to what children have also revealed during Community Meetings. Take note of how much familiarity children already have about world geography.</p>	
<p>Foundations Fun Hub I can read trick words (RF.2.3) I can read words with blends (RF.2.3) I can read words with digraph (RF.2.3) Foundations lesson pacing: Unit 1, Week 1 Day 4 Ongoing Assessment: How do children use digraphs and blends to read and write words? Which Level 1 trick words do children read?</p>	Synchronous
<p>Strategic Small Groups Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	Synchronous
<p>Stations Stations continue to be introduced gradually, according to the developing routines of the virtual classroom and small group routines specifically. This week the Vocabulary and Reading Stations continue; Word Work and Listening and Speaking may be introduced.</p> <p><u>Vocabulary</u> I can discuss and represent meanings of words. (L.2.5b) Share this week's words: healthy, mask, learn, tools, technology.</p> <p><u>Reading</u> I can read and understand a variety of texts. (RL.2.10, RI.2.10) Share Decodable Texts (Levels K and 1) for children to choose from, along with other books they have at home and other digital texts.</p> <p><u>Listening and Speaking</u> I can take turns in a conversation about a specific topic. (SL.2.1a) Share the slide. Read the prompt.</p> <p><u>Word Work</u> Offer children activities related to Foundations lessons.</p>	<p>Synchronous introduction, Asynchronous activity</p>  <p>Example activity</p>
<p>Science and Engineering</p>	Asynchronous

<p>I can make a science journal. (Self-Management: Organization)</p> <p>This week's lessons continue to build children's identities as scientists.</p>	
<p>Writing</p> <p>I can identify the main purpose of a text. (RI.2.6)</p> <p>This week's lessons focus on learning about different purposes for writing, and children write to communicate about themselves.</p>	<p><i>Asynchronous</i></p>  <p>Writing</p>
<p>Storytelling and Story Acting</p> <p>Continue telling short stories with the goals of building community and a culture of storytelling, modeling narrative structure, and connecting with children personally.</p> <p>Each day, build on the previous day's story or tell a new story.</p> <p>Practice sending children into breakout rooms in pairs to tell stories to each other. Offer a storytelling prompt, if useful, such as</p> <p style="padding-left: 40px;"><i>Think of a favorite toy. Tell a story about its first day of school.</i></p> <p style="padding-left: 40px;">Model a story in response to the prompt before sending children to work with partners.</p> <p>See the BPS Storytelling and Story Acting webpage for examples of stories to tell and the Storytelling and Story Acting Guide for storytelling routines.</p>	<p><i>Synchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2)</p> <p>I can read and write numbers to 1000 using base-ten numerals. (2.NBT.A.3)</p> <p>I can count within 1000s. (2.NBT.A.2)</p> <p>I can tell and write time from analog and digital clocks to the nearest five minutes, using A.M. and P.M. (2.MD.C.7)</p> <p>Investigations 3 Unit 1 Inv.1 (S6)</p> <p>Remember to use the Math Tools and Game Center sections.</p> <p>Children can practice posting the image of one activity on Seesaw. Try to use it for a discussion on the same day or the following one.</p>	<p><i>Synchronous</i></p> <p><i>Asynchronous</i></p>  <p>Example math activity</p>
<p>Tuesday, Sept. 29</p> <p>Weekly Question: Who is in our school community? How and where do we learn?</p>	
<p>Community Meeting (Social Awareness: Perspective-taking, Relationship Skills: Relationship building)</p> <p><i>See and build from Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language</p> <p><i>See Monday's activity.</i></p>	<p><i>Synchronous</i></p>

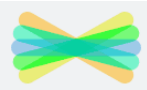
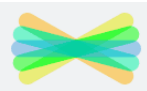
<p>Text Talk (Unit 1, Week 1, Day 3)</p> <p>I can follow how a story develops, retelling key events in sequence. (RL.2.5)</p> <p>I can determine how the main characters respond to these key events. (RL.2.3)</p> <p>A Letter to My Teacher</p> <p>Instead of reading the full text, highlight the key events.</p> <p><i>What happens in this story?</i></p> <p><i>How does the main character respond to each key event?</i></p> <p>Ongoing assessment:</p> <p>How fluent are children with identifying and sequencing key events?</p> <p>What connections do children make between events and character responses?</p>	<p><i>Synchronous</i></p>  <p>Key Events</p>
<p>Foundations Fun Hub</p> <p>I can read trick words. (RF.2.3)</p> <p>I can read words with blends. (RF.2.3)</p> <p>I can read words with digraphs. (RF.2.3)</p> <p>Foundations lesson pacing: Intro to Foundations, begin Unit 1, Week 1, Day 5</p> <p>Ongoing Assessment:</p> <p>How do children use digraphs and blends to read and write words?</p> <p>Which Level 1 trick words do children read?</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<p><i>Synchronous</i></p>
<p>Stations</p> <p><i>See Monday's description and possible activities.</i></p> <p>Introduce Stations routines and activities synchronously as needed.</p>	<p><i>Asynchronous</i></p>  <p>Draw for Meaning</p>
<p>Science and Engineering</p> <p>I can record a scientific question. (Practice 1)</p> <p>This week's lessons continue to build children's identities as scientists.</p> <p>Ongoing Assessment:</p> <p>Which questions do children record?</p>	<p><i>Asynchronous</i></p> 
<p>Writing</p> <p>I can identify the main purpose of a text. (RI.2.6)</p>	<p><i>Asynchronous</i></p>

<p>This week's lessons focus on learning about different purposes for writing, and children write to communicate about themselves.</p>	
<p>Storytelling and Story Acting <i>See Monday's guidance.</i></p>	<p><i>Synchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can represent whole numbers on a number line diagram with equally spaced points corresponding to each number. (2.MD.B.6) Investigations 3 Unit 1 Inv.2 (S1) Math Tools: Offer time for children to explore using the number line. You can use Seesaw to link Investigations activities - use the "link" button when creating an activity.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Wednesday, Sept. 30 Weekly Question: Who is in our school community? How and where do we learn?</p>	
<p>Community Meeting (Social Awareness: Perspective-taking, Relationship Skills: Relationship building) <i>See Monday's suggestions, continuing to develop classroom agreements.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language <i>See Monday's activity.</i> Share the slides with families to foster playful exploration of new words at home.</p>	<p><i>Synchronous lesson, Asynchronous exploration</i></p>
<p>Text Talk (Unit 1, Week 1, Day 2) I can use words and illustrations to describe the story's main character. (RL.2.7) I can take turns sharing my ideas about the text with a partner. (SL.2.1) A Letter to My Teacher Read the full text. Facilitate a brief whole group discussion. <i>What can we understand about the main character in this story from the words and illustrations?</i> If the class is ready, have children practice talking with a partner through use of breakout rooms, sharing their ideas about the question just discussed in the whole group. Ongoing Assessment: During the whole group and in a couple of breakout rooms, notice how children cite the illustrations and text to explain their understanding.</p>	<p><i>Synchronous</i></p>

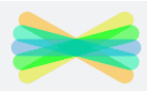
How do children manage partner conversations remotely?	
Fundations Fun Hub I can read trick words (RF.2.3) I can read words with blends (RF.2.3) I can read words with digraph (RF.2.3) Fundations lesson pacing: Unit 1, Week 2, Day 1 Ongoing Assessment: How do children use digraphs and blends to read and write words? Which Level 1 trick words do children read?	<i>Synchronous</i>
Strategic Small Groups Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.	<i>Synchronous</i>
Stations <i>See Monday's description and possible activities.</i> Introduce Stations routines and activities synchronously as needed.	<i>Asynchronous</i>  Draw for Meaning
Studios Building a Beautiful Stuff Collection I can use adjectives to describe materials and classify them according to their properties. (L.2.1g, 2-PS1-1) Children continue to collect Beautiful Stuff. The focus this week is on categorizing. See the Beautiful Stuff Guide . Choose a collection of materials that can be sorted in a variety of ways, such as by color, size, shape, texture, material, reflectiveness, having moveable parts, human made or natural, etc. Begin the session by inviting children to bring 6-10 objects from their Beautiful Stuff collections to the group. Hold up two objects. Invite children to describe them, using rich adjectives and articulating their similarities and differences. Talk about how they feel—rough/smooth, rubbery/stiff, hard/soft, etc. <i>If these two could belong in the same group, why? What property do they share? If they could belong in different groups, why?</i> Pick up another two objects. Again, describe them. <i>Do these belong in a group we already have, or do we need to start a new group? Why?</i> Once several groups have been defined, name the categories: objects that are _____. Ask the children to look at one of their own objects.	<i>Synchronous introduction, Asynchronous activity</i>

<p><i>Does your object belong in any of the existing categories? Why or why not?</i></p> <p>Encourage children to use adjectives to describe the objects they hold. Encourage children to keep adding to their Beautiful Stuff collections and to invite their family members to help. Emphasize that all objects in the Beautiful Stuff collection be safe and clean. See the Beautiful Stuff Family Letter: editable version and translations.</p> <p>Ongoing Assessment: As children share their Beautiful Stuff materials, take note: What kinds of materials are children collecting? How do children categorize materials? What language do they use to describe properties of materials? To name categories?</p>	
<p>Writing I can write to communicate about myself. (W.2.2) This week's lessons focus on learning about different purposes for writing, and children write to communicate about themselves.</p>	Asynchronous
<p>Storytelling and Story Acting Repeat or build on a previous story, or tell a new story. See the BPS Storytelling and Story Acting webpage for examples of stories to tell and the Storytelling and Story Acting Guide for storytelling routines.</p>	Synchronous
<p>Math Pacing Calendar and Scope and Sequence I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.B.9) Investigations 3 Unit 1 Inv.2 (S2) Game Center: children might need to play the game by themselves (they will still need to apply strategic thinking) or if there is another person in the home willing to play, he/she can do that.</p>	<p>Synchronous Asynchronous</p> 
<p>Thursday, Oct. 1 Weekly Question: Who is in our school community? How and where do we learn?</p>	
<p>Community Meeting (Social Awareness: Perspective-taking, Relationship Skills: Relationship building) <i>See Monday's suggestions, continuing to develop classroom agreements.</i></p>	Synchronous
<p>Vocabulary and Language <i>See Monday's activity.</i></p>	Synchronous lesson,

Share the slides with families to foster playful exploration of new words at home.	<i>Asynchronous exploration</i>
<p>Text Talk (Unit 1, Week 3, Day 2)</p> <p>I can use dialogue to understand the story’s main character. (RL.2.6)</p> <p>I can take turns speaking and listening to share ideas with my classmates. (SL.2.1a)</p> <p>Louie</p> <p>Introduce the text.</p> <p><i>As we read, let’s notice what the characters say to one another, and what that conversation, or dialogue, tells us about Louie, the main character.</i></p> <p>After reading:</p> <p><i>What can we understand about Louie based on how he interacts with other characters in the story?</i></p> <p>Begin or continue to have children practice talking with a partner through use of breakout rooms, sharing their ideas about the question just discussed in the whole group.</p> <p>Once back in the whole group, ask children to reflect on evolving classroom agreements and add to the agreements to articulate expectations for remote conversations.</p> <p>Ongoing Assessment:</p> <p>What do children understand about how dialogue works in a story?</p> <p>How do children connect words with relationships and character identity?</p> <p>How do children manage partner conversations remotely?</p> <p>In addition, gather clues about children’s own experiences and feelings as learners and in relationships.</p>	<i>Synchronous</i>
<p>Foundations Fun Hub</p> <p>I can read trick words (RF.2.3)</p> <p>I can read words with blends (RF.2.3)</p> <p>I can read words with digraph (RF.2.3)</p> <p>Foundations lesson pacing: Unit 1, Week 2, Day 2</p> <p>Ongoing Assessment:</p> <p>How do children use digraphs and blends to read and write words?</p> <p>Which Level 1 trick words do children read?</p>	<i>Synchronous</i>
<p>Strategic Small Groups</p> <p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	<i>Synchronous</i>

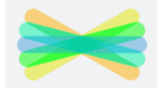
<p>Stations <i>See Monday's description and possible activities.</i> Introduce Stations routines and activities synchronously as needed.</p>	<p><i>Asynchronous</i></p>  <p>Draw for Meaning</p>
<p>Studios <i>Build from Wednesday's activity: Categorizing Beautiful Stuff.</i> During the introduction, demonstrate how a collection can be recategorized, looking at a few objects according to different properties from how they were initially sorted. Write labels to define some of the categories. Demonstrate moving materials from one category to another. Invite children to put their home collections back together and sort materials in new ways. Encourage them to make labels for categories in their collections. Ongoing Assessment: Notice children's flexibility in considering their materials. Talk with children about how they are categorizing materials. Ask them how they are labeling their categories so that family members know where to add new materials.</p>	<p><i>Synchronous introduction, Asynchronous activity</i></p>
<p>Writing I can write to communicate about myself. (W.2.2) This week's lessons focus on learning about different purposes for writing, and children write to communicate about themselves.</p>	<p><i>Asynchronous</i></p>
<p>Storytelling and Story Acting <i>See Monday's guidance.</i> In addition, invite children to ask family members to tell a story at home, in the child's home language.</p>	<p><i>Synchronous Asynchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.B.9) I can add within 100 to solve one step word problems involving situations of adding to, and putting together by using drawings and equations.(2.OA.A.1) Investigations 3 Unit 1 Inv.2 (S3) Suggestion: Use the Interactive Student Activity Book The discussion: Does Order Matter is essential in this lesson in order to address standard 2.NBT.B.9 and introduce children to early algebraic concepts. If you can't fit it in this lesson, move to the next day, but don't skip it.</p>	<p><i>Synchronous Asynchronous</i></p> 

Friday, Oct. 2 Weekly Question: Who is in our school community? How and where do we learn?	
Community Meeting (Social Awareness: Perspective-taking, Relationship Skills: Relationship building) <i>See Monday's suggestions, continuing to develop classroom agreements.</i>	<i>Synchronous</i>
Vocabulary and Language <i>See Monday's activity.</i> Share the slides with families to foster playful exploration of new words at home.	<i>Synchronous lesson,</i> <i>Asynchronous exploration</i>
Text Talk (Unit 1, Week 3 , Day 3) I can use key details from words and illustrations to understand a story and its main character (RL.2.1, RL.2.7) I can express awareness of others' feelings and needs. (Social awareness: Perspective-taking, Showing empathy, Showing respect for others) Louie Read through the text. <i>What do we know about Louie as a learner?</i> <i>What agreements might Louie want us to make if he were part of our classroom community this fall?</i> Throughout the discussion, revisit and reinforce large group conversational habits and routines. Invite children to read the text at home with their families. Ongoing Assessment: As children discuss the text, notice which details they highlight and which they use words and/or illustrations they cite. Use the discussion to build and understand children's awareness of others' needs. Use this discussion to plan for further development of classroom agreements and ongoing activities for getting to know one another.	<i>Synchronous</i> <i>Asynchronous</i>
Foundations Fun Hub I can read trick words (RF.2.3) I can read words with blends (RF.2.3) I can read words with digraph (RF.2.3) Foundations lesson pacing: Unit 1, Week 2 Day 3 Ongoing Assessment: How do children use digraphs at the beginning/ending of words and blends to read and write words? Which Level 1 trick words do children read?	<i>Synchronous</i>
Strategic Small Groups	<i>Synchronous</i>

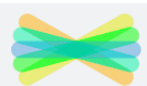
<p>Convene flexible, small groups focused on building relationships and the routine of working in a small group. These groups can support the completion of unfinished asynchronous work, such as Draw for Meaning.</p>	
<p>Stations Facilitate a whole group Community Conversation to talk about how Stations is going.</p> <p><i>What is working? What is challenging?</i> <i>What questions do you have?</i> <i>What will help you do your best learning?</i> <i>What ideas do you have for how we can work as a community to make Stations go smoothly?</i></p> <p>Integrate children’s ideas into the developing classroom agreements, as appropriate.</p> <p>Children can also continue to share individual Stations work through Seesaw.</p>	<p><i>Synchronous</i></p>
<p>Studios <i>Continue Thursday’s activity: Categorizing Beautiful Stuff.</i></p>	<p><i>Asynchronous activity</i></p>
<p>Writing I can talk with my classmates about our writing. (SL.2.1a)</p> <p>This week’s lessons focus on learning about different purposes for writing, and children write to communicate about themselves. Today, have children synchronously share their writing. Breakout rooms of small groups or pairs may be most effective.</p> <p>Ongoing assessment: After the lesson, review children’s writing.</p> <p>What do they communicate about themselves? How do they communicate about themselves (using drawings, labels, words, sentences, etc.)? How effectively do they use the space on the page?</p>	<p><i>Synchronous</i></p>
<p>Storytelling and Story Acting <i>See Monday’s guidance.</i></p> <p>In addition, invite children to ask family members to tell a story at home, in the child’s home language.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can count within 1000; skip-count by 2s, 5s, 10s, and 100s. (2.NBT.A.2) I can add within 100 to solve one step word problems involving situations of adding to, and putting together by using drawings and equations.(2.OA.A.1) I can look for and express regularity in repeated reasoning (MP 8)</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 

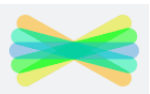
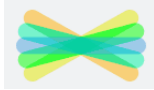
Investigations 3 Unit 1 Inv.2 (S4) Embedded Assessment Math Practice Standard 8: this assessment is related to the property of addition you are teaching.	
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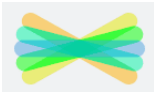
Unit 1, Week 1: September 21-25



Monday, Sept. 21 Weekly Question: What is school right now?	
Community Meeting (Relationship Skills: Relationship building) During Community Meetings this week, address learning schedules, routines, and tools (especially regarding communication among children, families, and teachers). Play a community game to help children get to know each other's names and faces. Suggested game: Name Movements, K2 Community Meeting Resources Suggested discussion question: <i>How do you feel about this new kind of school?</i> Each day, invite a few children to share and to build on each other's contributions.	<i>Synchronous</i>
Vocabulary and Language <i>Introduce in Week 2.</i>	
Text Talk I can identify and express how I feel about school. (Self awareness: Identifying and understanding emotions) "What is School Right Now?" (slides with audio) "¿Qué es la escuela ahora?" Read through the slides together. <i>How do you feel about this new kind of school?</i> Ongoing Assessment: Listen to how children describe their feelings about attending school remotely. Identify children's confusions and concerns. Use these observations to plan for upcoming discussions during Community Meetings and Text Talk discussions and in connecting with children's families.	<i>Synchronous</i> <i>Asynchronous</i> 
Foundations Fun Hub Foundations lesson pacing: Intro to Foundations, begin Orientation Day 1	<i>Synchronous</i>
Strategic Small Groups <i>Introduce in Week 2.</i>	


<p>Stations Stations are introduced one at a time, beginning with the Vocabulary Station.</p> <p><i>Note that the approach to teaching vocabulary differs from that currently in the published Fo2 curriculum; these activities reflect a revision to this component, and support for this revision will continue throughout the school year. Refer to Fo1's Vocabulary and Language introduction for more information.</i></p> <p>I can discuss and represent meanings of words. (L.2.5b)</p> <p>Share this week's words: family, friend, school, hello.</p> <p>Review the directions on the first slide. Model how children might have a short conversation with a family member about a chosen word.</p>	<p><i>Synchronous introduction, Asynchronous activity</i></p>
<p>Science and Engineering This week's lessons build children's identities as scientists.</p> <p>I can discuss what Ada Twist does. (RL.2.2, SL.2.2)</p> <p>Ongoing Assessment: Which behaviors and actions of Ada Twist do children identify?</p>	<p><i>Synchronous</i></p>
<p>Writing This week's lessons focus on setting up for writing at home.</p> <p>I can get set up for writing at home. (Self-Management: Organization)</p>	<p><i>Asynchronous</i></p>
<p>Storytelling and Story Acting Tell a story, building a culture of storytelling, modeling narrative structure, and connecting with children emotionally.</p> <p>See the BPS Storytelling and Story Acting webpage for examples of stories to tell and the Storytelling and Story Acting Guide for storytelling routines.</p>	<p><i>Synchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) Investigations 3 Unit 1 Inv.1 (S1), Counters (optional)</p>	<p><i>Synchronous Asynchronous</i></p>
<p>Tuesday, Sept. 22 Weekly Question: What is school right now?</p>	
<p>Community Meeting (Relationship Skills: Relationship building) <i>See Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language <i>Introduce in Week 2.</i></p>	
<p>Text Talk I can answer questions to demonstrate my understanding about important</p>	<p><i>Synchronous</i></p>


<p>parts of the text. (RI.2.1)</p> <p>“What is School Right Now?” (slides with audio)</p> <p>“¿Qué es la escuela ahora?”</p> <p>Read slides 1-8.</p> <p><i>Why are we not learning in our schools right now?</i></p> <p><i>What is happening in our school buildings, and what is happening outside our school buildings?</i></p> <p>Ongoing Assessment:</p> <p>As children discuss the text, notice how they cite the illustrations and text to explain their understanding.</p> <p>In addition, listen to understand how they are thinking and feeling about remote learning.</p>	
<p>Foundations Fun Hub</p> <p>Foundations lesson pacing: Intro to Foundations, begin Orientation, Day 2</p>	<p><i>Synchronous</i></p>
<p>Strategic Small Groups <i>Introduce in Week 2.</i></p>	
<p>Stations</p> <p>Stations are introduced one at a time, beginning with the Vocabulary Station.</p> <p><i>Note that the approach to teaching vocabulary differs from that currently in the published Fo2 curriculum; these activities reflect a revision to this component, and support for this revision will continue throughout the school year. Refer to Fo1’s Vocabulary and Language introduction for more information.</i></p> <p>I can discuss and represent meanings of words. (L.2.5b)</p> <p>Share this week’s words: <i>family, friend, school, hello.</i></p> <p>Review the directions on the first slide.</p> <p>Show children how to access and use the Draw for Meaning sheet on SeeSaw.</p> <p>Children may also use any paper they have at home to draw and write about a word.</p>	<p><i>Asynchronous</i></p>  <p>Draw for Meaning</p>
<p>Science and Engineering</p> <p>This week’s lessons build children’s identities as scientists.</p> <p>I can discuss what scientists do. (SL.1.2)</p> <p>I can ask a scientific question. (Practice 1)</p> <p>Ongoing Assessment:</p> <p>What kinds of questions do children ask?</p> <p>What do they understand about the role of a scientist?</p>	<p><i>Synchronous</i></p>
<p>Writing</p>	<p><i>Asynchronous</i></p>


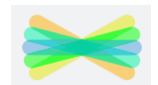
<p>This week's lessons focus on setting up for writing at home.</p> <p>I can get set up for writing at home. (Self-Management: Organization)</p>	
<p>Storytelling and Story Acting</p> <p>Repeat or build on a previous story, or tell a new story.</p> <p>See the BPS Storytelling and Story Acting webpage for examples of stories to tell and the Storytelling and Story Acting Guide for storytelling routines.</p>	<p><i>Synchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence</p> <p>I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2)</p> <p>I can count within 1000; skip-count by 2s, 5s, 10s, and 100s. (2.NBT.A.2)</p> <p>I can represent whole numbers on a number line diagram with equally spaced points corresponding to each number. (2.MD.B.6)</p> <p>Investigations 3 Unit 1 Inv.1 (S2)</p> <p>Practice how to post Math activities on SeeSaw.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Wednesday, Sept. 23</p> <p>Weekly Question: What is school right now?</p>	
<p>Community Meeting (Relationship Skills: Relationship building)</p> <p><i>See Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language <i>Introduce in Week 2.</i></p>	
<p>Text Talk</p> <p>I can answer questions to demonstrate my understanding about important parts of the text. (RI.2.1)</p> <p>I can identify activities I enjoy at home. (Self Awareness: Recognizing personal interests and motivation)</p> <p>"What is School Right Now?" (slides with audio)</p> <p>"¿Qué es la escuela ahora?"</p> <p>Read slides 9-16.</p> <p><i>What are some ways we can learn when we are at school at home?</i></p> <p><i>How can technology help us learn together and build our community?</i></p> <p>Return to slide 9.</p> <p><i>What are some other things you like to do at home, when it is not school time?</i></p> <p>Ongoing Assessment:</p> <p>As children discuss the text, notice how they cite the illustrations and text to explain their understanding.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 

<p>In addition, listen to get to know about children’s personal preferences and home activities.</p>	
<p>Fundations Fun Hub I can read trick words (RF.2.3) I can read words with blends (RF.2.3) I can read words with digraph (RF.2.3) Fundations lesson pacing: Begin Unit 1, Week 1, Day 1 Ongoing Assessment: How do children use digraphs and blends to read and write words? Which Level 1 trick words do children read?</p>	
<p>Strategic Small Groups <i>Introduce in Week 2.</i></p>	
<p>Stations Children choose which of two activities to pursue at home. I can read and understand a variety of texts. (RL.2.10, RI.2.10) I can discuss and represent meanings of words. (L.2.5b)</p> <p>Introduce the Reading Station. <i>You have been practicing Draw for Meaning for the Vocabulary Station.</i> <i>Another station is the Reading Station, where you can read by yourself or with a family member. You can choose any book that interests you! What do you think you might read?</i></p> <p>Share Decodable Texts (Levels K and 1) for children to choose from, along with other books they have at home and other digital texts.</p> <p>Reintroduce the Vocabulary Station with this week’s words. Invite children to choose a new word to draw and write about. Review use of the Draw for Meaning sheet.</p>	<p><i>Synchronous introduction, Asynchronous activities</i></p>  <p>Draw for Meaning</p>
<p>Studios Building a Beautiful Stuff Collection I can use adjectives to describe materials and classify them according to their properties. (L.2.1g, 2-PS1-1) Over time, children will use found, recycled and natural materials for their work in a variety of studios and for a variety of purposes. This week children begin building and organizing Beautiful Stuff collections at home. See the Beautiful Stuff Guide. Show children a beginning Beautiful Stuff collection, including clear containers. Hold up differing items, and use precise adjectives to describe them. Invite children to suggest how the materials might be sorted into containers (by color, size, shape, texture or other property). Consider different kinds of places where Beautiful Stuff collections might be stored.</p>	<p><i>Synchronous introduction, Asynchronous activity</i></p>

<p>Encourage children to invite family members to get involved in building the home Beautiful Stuff collection. Suggest that a paper bag or other container be set aside for all family members to drop objects into as they are found. Emphasize that all objects in the Beautiful Stuff collection be safe and clean. See the Beautiful Stuff Family Letter: editable version and translations.</p> <p><i>Be especially sensitive about how this process may bring teachers “into” children’s homes.</i></p> <p>Ongoing Assessment: Pay attention to what kinds of materials children identify. What words do they use to describe them? Into what categories do they sort them?</p>	
<p>Writing This week’s lessons focus on setting up for writing at home. I can communicate about an object by talking. (SL.2.1)</p>	<p><i>Asynchronous</i></p>
<p>Storytelling and Story Acting Repeat or build on a previous story, or tell a new story. See the BPS Storytelling and Story Acting webpage for examples of stories to tell and the Storytelling and Story Acting Guide for storytelling routines.</p>	<p><i>Synchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can count within 1000; skip-count by 2s, 5s, 10s, and 100s. (2.NBT.A.2) Investigations 3 Unit 1 Inv.1 (S3), Math Tools: Money</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Thursday, Sept. 24 Weekly Question: What is school right now?</p>	
<p>Community Meeting (Relationship Skills: Relationship building) <i>See Monday’s suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language <i>Introduce in Week 2.</i></p>	
<p>Text Talk I can answer questions about key details in the text. (RI.2.1) I can take turns speaking and listening to share ideas with my classmates. (SL.2.1a) “What is School Right Now?” (slides with audio) “¿Qué es la escuela ahora?” Read slides 17-22. <i>What are some things that will happen when we come to our classroom to learn?</i></p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 

<p><i>What will be the same about learning at school and learning at home? What will be different?</i></p> <p>Return to slide 12 to surface and reinforce large group conversational habits.</p> <p><i>It can be confusing to have group discussions on video.</i></p> <p>Facilitate a discussion to establish agreements and routines.</p> <p>Ongoing Assessment: As children discuss the text, notice how they cite the illustrations and text to explain their understanding. Continue to listen for children’s feelings about and experiences with learning remotely. Note the in-school experiences they most look forward to, and consider how qualities of those experiences can inform remote instruction and interaction. Reflect on emerging community agreements and plan for follow up discussions.</p>	
<p>Fundations Fun Hub</p> <p>I can read trick words (RF.2.3) I can read words with blends (RF.2.3) I can read words with digraph (RF.2.3)</p> <p>Fundations lesson pacing: Unit 1, Week 1, Day 2</p> <p>Ongoing Assessment: How do children use digraphs and blends to read and write words? Which Level 1 trick words do children read?</p>	
<p>Strategic Small Groups <i>Introduce in Week 2.</i></p>	
<p>Stations</p> <p>Children choose which of two activities to pursue at home.</p> <p>I can read and understand a variety of texts. (RL.2.10, RI.2.10) I can discuss and represent meanings of words. (L.2.5b)</p> <p>Share Decodable Texts (Levels K and 1) for children to choose from, along with other books they have at home and other digital texts.</p> <p>Reintroduce the Vocabulary Station with this week’s words. Invite children to choose a new word to draw and write about.</p>	<p><i>Asynchronous</i></p>  <p>Draw for Meaning</p>
<p>Studios</p> <p><i>See Wednesday’s activity: Building a Beautiful Stuff Collection.</i></p>	<p><i>Asynchronous</i></p>
<p>Writing</p> <p>This week’s lessons focus on setting up for writing at home.</p> <p>I can communicate about an object by drawing and writing. (W.2.2)</p>	<p><i>Asynchronous</i></p>

<p>Storytelling and Story Acting Repeat or build on a previous story, or tell a new story.</p> <p>See the BPS Storytelling and Story Acting webpage for examples of stories to tell and the Storytelling and Story Acting Guide.</p> <p>Invite children to ask family members to tell a story at home, in the child's home language.</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>
<p>Math Pacing Calendar and Scope and Sequence I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2) I can count within 1000; skip-count by 2s, 5s, 10s, and 100s. (2.NBT.A.2) I can read and write numbers to 1000. (2.NBT.A.3) Investigations 3 Unit 1 Inv.1 (S4)</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p> 
<p>Friday, Sept. 25 Weekly Question: What is school right now?</p>	
<p>Community Meeting (Relationship Skills: Relationship building) <i>See Monday's suggestions.</i></p>	<p><i>Synchronous</i></p>
<p>Vocabulary and Language <i>Introduce in Week 2.</i></p>	
<p>Text Talk I can retell important parts of the text. (RI.2.2) I can take turns speaking and listening to share ideas with my classmates. (SL.2.1a) I can identify and express how I feel about school. (Self awareness: Identifying and understanding emotions) "What is School Right Now?" (slides with audio) "¿Qué es la escuela ahora?" Read through all the slides. <i>What do we know about learning at school and at home from this text?</i> <i>What are you thinking about school now?</i> Throughout the discussion, revisit and reinforce large group conversational habits and routines. Invite children to read the text at home with their families. Ongoing Assessment: As children discuss the text, notice which parts of the text they retell and consider what that means about how they approach understanding a text. Continue to listen for children's feelings and experiences about learning remotely. Note the in-school experiences they most look forward to, and</p>	<p><i>Synchronous</i> <i>Asynchronous</i></p>

consider how qualities of those experiences can inform instruction and interaction. Reflect on emerging community agreements and plan for follow up discussions.	
Fundations Fun Hub I can read trick words (RF.2.3) I can read words with blends (RF.2.3) I can read words with digraph (RF.2.3) Fundations lesson pacing: Unit 1, Week 1 Day 3 Ongoing Assessment: How do children use digraphs and blends to read and write words? Which Level 1 trick words do children read?	
Strategic Small Groups <i>Introduce in Week 2.</i>	
Stations Children choose which of two activities to pursue at home. I can read and understand a variety of texts. (RL.2.10, RI.2.10) I can discuss and represent meanings of words. (L.2.5b) Share Decodable Texts (Levels K and 1) for children to choose from, along with other books they have at home and other digital texts . Reintroduce the Vocabulary Station with this week's words . Invite children to upload their drawing and writing about one word to SeeSaw or to share it in another way.	Asynchronous  Draw for Meaning
Studios See Wednesday's activity: <i>Building a Beautiful Stuff Collection</i> .	Asynchronous
Writing This week's lessons focus on setting up for writing at home. Explain to children how to submit their writing on Seesaw. I can put my writing on Seesaw. (W.2.6)	Synchronous 
Storytelling and Story Acting Repeat or build on a previous story, or tell a new story. See the BPS Storytelling and Story Acting webpage for examples of stories to tell and the Storytelling and Story Acting Guide for storytelling routines. Invite children to ask family members to tell a story at home, in the child's home language.	Synchronous Asynchronous
Math Pacing Calendar and Scope and Sequence	Synchronous

I can fluently add and subtract within 20 using mental strategies. (2.OA.B.2)
I can count within 1000; skip-count by 2s, 5s, 10s, and 100s. (2.NBT.A.2)
I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. (2.MD.C.8)

[Investigations 3 Unit 1 Inv.1](#) (S5), [Game Center: Do We Have 100?](#)

Asynchronous

