






School Name	Rose Haggard Elementary
Grade Level	2nd
Week of	April 27-May 1
Teacher Availability Times	<p>The 2nd Grade Team will be available for immediate support via email from 9:30-11:30 and 2:00-3:30 each day.</p> <p>We will be regularly checking our emails throughout the rest of the day, but may not be able to immediately respond due to other obligations. However, we will do our best to respond to any questions or concerns in a timely manner.</p>
<u>PISD WebDesk Login</u>	

Suggested Daily Pacing (3 hrs total)					
Independent Reading	Reading Instruction	Writing	Dreambox Math	Math Instruction	Social Studies/Sci.
20 minutes	20 minutes	20 minutes	15 minutes	30 minutes	30 minutes
Suggested Weekly Specials Pacing			Art	Music	PE/Fitness
			45 minutes/Week	20-30 minutes/Week	30-60 minutes/Week
*Direct links that you can click to open are now highlighted.					




Daily Learning Experiences				
Monday	Literacy Reading and Writing (60 minutes)		Mathematics (45 minutes)	Social Studies (30 minutes)
Student Expectations & TEKS	2.9D recognize characteristics and structures of informational text, including features and graphics to locate and gain information.	2.11A: plan a first draft by generating ideas for writing such as drawing and brainstorming	2.6A model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined	10.C: examine the development of a product from a natural resource to a finished product
Learning Targets	I can use text features to get more information about what I'm reading.	I can generate ideas for writing.	I can model adding equal groups together.	I can explain how a natural resource becomes a finished product in a factory.
Daily Routines	Begin everyday reading for 20 minutes. Reading: Work on your assignments in Pathblazers. * Click here to watch a tutorial for Pathblazers. 		Spend 15 minutes learning on Dreambox.	
Teaching Instructions <i>If it is necessary to gather materials before starting the learning, it will be noted at the beginning of all teaching instructions.</i>	*Materials: non-fiction texts (online or at home) Watch Mrs. Hay's video on text features	*Materials: paper, pencil Use slides 1 and 2 of this presentation for today's writing. Click here to watch a short pre writing mini-lesson video.	*Materials: paper, pencil, dice (optional), cups/bowls, 36 small objects Watch Mrs. Baird model the "Cups and Counters" activity in this video . Review the instructions, copy the organizer, and find the challenge questions in this presentation .	*Materials: paper, pencil, scissors, glue Today we are learning about how oranges are used to create orange juice. Read (or listen to) Orange Juice Sequencing Watch Mrs. Nagel's video to help sequence the steps. Print or create your own Orange Juice Cards , and put the steps in order.
Assignments Due <i>All assignments will be available until Saturday..</i>				

Daily Learning Experiences				
Tuesday	Literacy Reading and Writing (60 minutes)		Mathematics (45 minutes)	Social Studies (30 minutes)
Student Expectations & TEKS	2.6B generate questions about text before, during, and after reading to deepen understanding and gain information.	2.11A: develop drafts into a focused piece of writing by organizing with structure; and developing an idea with specific and relevant details.	2.6A model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined	10.C: examine the development of a product from a natural resource to a finished product 4.B: identify historical figures such as George Washington Carver who have exhibited individualism and inventiveness
Learning Targets	I can ask questions about a text I am reading.	I can write an organized draft with specific and relevant details.	I can model repeated addition situations.	I can explain how a natural resource becomes a finished product with technology.
Daily Routines	Begin everyday reading for 20 minutes. Reading: Work on your assignments in Pathblazers. * Click here to watch a tutorial for Pathblazers. 		Spend 15 minutes learning on Dreambox.	
Teaching Instructions <i>If it is necessary to gather materials before starting the learning, it will be noted at the beginning of all teaching instructions.</i>	*Materials: paper, pencil Make a copy of the graphic organizer on slide 1 . Use your organizer to follow along with Mrs. Baird and ask questions while you read the story . If you want to look back at the text only, you can find it here .	*Materials: Prewriting from previous day, pencil, paper Use slides 3-4 of this presentation for today's writing. Watch this short video lesson showing how to begin drafting. Click here to view the chart used in the video. Use this organizer to begin your rough draft. You can print the organizer or create your own on a separate sheet of paper. *organizer does not need to be turned in.	*Materials: paper, pencil Click here to create your own multiplication stories about objects in equal groups! You do not need to turn in your answers.	Answer questions in the Market To Market activity in your Google Classroom. You can go back and listen to Mrs. Hay read our Social Studies pages again if you need to. 



Assignments Due				Turn in the Market To Market slides in your Google Classroom. 
------------------------	--	--	--	---



Daily Learning Experiences				
Wednesday	Literacy Reading and Writing (60 minutes)		Mathematics (45 minutes)	Science (30 minutes)
Student Expectations & TEKS	2.6B generate questions about text before, during, and after reading to deepen understanding and gain information.	2.11C- revise drafts by adding, deleting, or rearranging words, phrases, or sentences.	2.6B model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets	2.10A observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs.
Learning Targets	I can ask questions about a text I am reading.	I can revise a draft by adding detail and descriptive language.	I can solve a problem where a set is split into equal groups.	I can explain how adaptations help animals survive in their habitats.
Daily Routines	Begin everyday reading for 20 minutes. Reading: Work on your assignments in Pathblazers. * Click here to watch a tutorial for Pathblazers. 		Spend 15 minutes learning on Dreambox.	
Teaching Instructions <i>If it is necessary to gather materials before starting the learning, it will be noted at the beginning of all teaching instructions.</i>	*Materials: paper, pencil, graphic organizer from Tues. Review the “Saving Sea Turtles” text here . Make a copy of the graphic organizer on slide 2 . Use your organizer to follow along with Mrs. Baird and ask questions while you finish the story .	*Materials: organizer from previous day, pencil Use slides 5-6 of this presentation for today’s writing. Watch this short video lesson modeling how to revise your drafts. Click here to view the chart used in the video. Revise your drafts on your own. You do not need to submit your revised drafts.	Open your BrainpopJr. App and search for the “Making Equal Groups” video. Watch the video then do the “Draw About It” activity about the video. 	Watch the instruction video for your “Animal Adaptations Research”. This week you are researching about adaptations that your animal has. Click here for some papers that can help you record your information. Research Sites: BrainpopJr. Brainpop PebbleGo Discovery Research Sites Document

		You will use your drafts to publish your writing.		
Assignments Due <i>All assignments will be available until Saturday.</i>				

Daily Learning Experiences				
Thursday	Literacy Reading and Writing (60 minutes)		Mathematics (45 minutes)	Science (30 minutes)
Student Expectations & TEKS	6.E make connections to personal experiences, <u>ideas in other texts</u> , and society	2.11D- edit drafts using standard English conventions.	2.6A model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined	2.10A observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs.
Learning Targets	I can make connections from one text to another.	I can edit a draft.	I can model and describe multiplication situations.	I can explain how adaptations help animals survive in their habitats.
Daily Routines	Begin everyday reading for 20 minutes. Reading: Work on your assignments in Pathblazers. * Click here to watch a tutorial for Pathblazers. 		Spend 15 minutes learning on Dreambox.	
Teaching Instructions <i>If it is necessary to gather materials before starting the learning, it will be noted at the beginning of all teaching instructions.</i>	Read the Sea Turtles book assigned on your Epic app. Pay careful attention to pages 24-25. After reading the book, complete the Sea Turtles Activity in your Google Classroom. You will make connections from this book to the Sea Turtles article. 	Materials: Draft, pencil Today we will be editing our drafts. Use slides 7-8 of this presentation to guide you. Use this second grade sight word list to assist with spelling. This is a list of common second grade spelling words. You will use your revised and edited draft to publish your writing tomorrow, May 1.	 Go into your google classroom and find the Envision 9-3 assignment . Solve the problems by typing in your answers to inside the boxes in the slides.	This week you are researching about <u>adaptations</u> that your animal has. Click here for some papers that can help you record your information. Research Sites: BrainpopJr. Brainpop PebbleGo Discovery Research Sites Document

Assignments Due <i>All assignments will be available until Saturday.</i>	Turn in the Sea Turtles Activity in your Google Classroom. 			
--	--	--	--	--

Daily Learning Experiences				
Friday	Literacy Reading and Writing (60 minutes)		Mathematics (45 minutes)	STEM (30 minutes)
Student Expectations & TEKS	6.E make connections to personal experiences, <u>ideas in other texts</u> , and society	2.11E: publish and share writing	2.6B model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.	2.3A identify and explain a problem and propose a task and solution for the problem
Learning Targets	I can make connections from one text to another.	I can publish and share my writing.	I can model and describe division situations.	I can design and create a solution to a problem.
Daily Routines	Begin everyday reading for 20 minutes. Reading: Work on your assignments in Pathblazers. * Click here to watch a tutorial for Pathblazers. 		Spend 15 minutes learning on Dreambox.	
Teaching Instructions <i>If it is necessary to gather materials before starting the learning, it will be noted at the beginning of all teaching instructions.</i>	Re-read your Sea Turtles book on Epic if you need to. Pay attention to pages 26-29. Then click here to make new connections from the book to the article. Write your connections on a piece of paper or discuss with a family member. *Do not turn in.	Publish your writing on a new sheet of paper. Don't forget your name, date, and title. Use slide 9 of this presentation .	Watch this video lesson showing how to draw a picture to model division situations. Go to your google classroom assignments and open the "Separating into Equivalent Sets" activity. Follow the examples on slides 1-3. Solve the problems on slides 4-5 by typing your answers in the boxes on the slides. 	Browse through the Family STEM Activities document to choose a challenge to work on with your family.

<p>Assignments Due</p> <p><i>All assignments will be available until Saturday.</i></p>		<p>Turn in a picture of your published writing to your Google Classroom assignments.</p> 	<p>Submit the “Separating into Equivalent Sets” in your Google Classroom when you are finished.</p> 	
---	--	--	---	--