

# Henry Family Plan (2nd Grade) - (MrsDorado)



**Patrick Henry**  
Elementary School

Week 24:3/1/21

Teachers will...	Students will...	Parents will...
<ul style="list-style-type: none"> <li>★ Plan weekly assignments.</li> <li>★ Suggest daily schedule and time.</li> <li>★ Provide digital and paper-based versions of assignments as much as possible.</li> <li>★ Check-in with families and students on a daily basis via email and Google Classroom.</li> <li>★ Be available during office hours*:                             <ul style="list-style-type: none"> <li>○ Hours:</li> <li>○ Please email me at any time at: <a href="mailto:vmojica@cps.edu">vmojica@cps.edu</a></li> <li>○ Google Meet Link: <a href="#">Room115</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>★ Engaged in 180 minutes of synchronous (teacher-student interaction) instruction</li> <li>★ Engage in 180 minutes of asynchronous (instruction)</li> <li>★ Complete all weekly assignments.</li> <li>★ Reaching out to teachers via email when needing help on ANYTHING.</li> <li>★ We can also set up a Google Meet or phone conference through email if needed.</li> </ul>	<ul style="list-style-type: none"> <li>★ Ensure students work on academics each day.</li> <li>★ Help students communicate with teachers when issues arise.</li> <li>★ Ensure students have access to technology -- communicate with school if not.</li> <li>★ Ensure students know each day's work to do.</li> </ul>

\*Remote online support will be provided via Email, Google Classroom submissions/discussions, Google Meet and phone calls when needed.

Classroom Engagement	Supplemental Websites
<p>Google Meet: Link <a href="#">Room115</a></p> <p>Google Classroom (through student CPS email)</p> <ul style="list-style-type: none"> <li>- Digital classroom platform</li> <li>- Daily stream of online assignments</li> <li>- Official assignment turn-in location</li> </ul>	<p>ST Math - <a href="#">StMath</a></p> <p>Lexia- <a href="#">Lexia115</a></p> <p>IXL - <a href="#">IXL115</a></p> <p>XtraMath- <a href="#">Math115</a></p>



Time	Monday 3/1/21	Tuesday 3/2/21	Wednesday 3/3/21	Thursday 3/4/21	Friday 3//5/21
8:15-8:45	Attendance/Morning Meeting/SEL		<b>8:15-8:30</b> Morning Meeting	Attendance/Morning Meeting/SEL	
8:45-9:30	<p><b>Literacy</b> (Google Meet) <b>Focus:</b> Main Idea Who was Susan B Anthony? Teacher will explain that they will be learning how to identify the main idea in a story. The main idea is a sentence that tells you what the story is about. The teacher will introduce the jamboard. The teacher will explain that they will see various pictures and they will have to identify what all those pictures mean and identify the main idea. Students will complete the jambaord as a group. The teacher will review the main idea of each group of images. Teacher will then introduce the hero of week <a href="#">Susan B Anthony</a>. She will</p>	<p><b>Literacy</b> (Google Meet) <b>Focus:</b> Main Idea details Teacher will review what a biography is.  Teacher will explain that yesterday they learned about Susan B Anthony and who she was. She will review the questions they had yesterday about Susan B. Anthony. She will explain that this week they will read different books and articles about Susan and identify the main idea and details. She will review what the main idea is by showing them a <a href="#">brainpop video</a>. After watching the video she will introduce the book of the week. She will explain that today they will read the</p>	<p><b>8:30-9:00</b> <b>Math</b> <b>Math Warm-Up:</b> *Sally's book has 394 pages. Sally has read 149 pages so far. How many pages does Sally have left to finish her book?  <b>Lesson:</b> Today students will review lessons 8 &amp; 9. (Assignment in google classroom</p>	<p><b>Literacy</b> (Google Meet) <b>Focus:</b> Main Idea and details Teacher will ask students to identify important facts about Susan B Anthony. She will explain that today they will read a new book about Susan and use different passages from the book to identify the main idea of each of the passages. The teacher will introduce the book <a href="#">What's your story Susan?</a> After reading the story teacher will give each student a passage from the story that they will read and identify the main idea of the passage and a supporting detail. The students will share what the main idea for their passages was.</p>	<p><b>Literacy</b> (Google Meet) <b>Focus:</b> Main Idea and details  Comprehension Test in Google Classroom on Susan B. Anthony.</p>

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	show students a brainpop video on Susan and then students will write any questions they have about Susan B. Anthony.	book together then identify the main idea and supporting details together. The teacher will explain that this week they will continue to learn about <a href="#">Susan B Anthony</a> and other suffragists this week.			
9:30-10:30	Specials <b>ART</b>	Specials <b>ART</b>	<b>9:00-9:30</b> Specials <b>ART</b>	Specials <b>ART</b>	Specials <b>ART</b>
10:30-10:45	<b>(Word Study)</b> (Google Meet)  <b>Spelling Words:</b> <b>Phonics:</b> lalilo.com Students will work on personalized phonics lessons.	<b>(Word Study)</b> (Google Meet) <b>Spelling</b> activities in google classroom. <b>Phonics:</b> lalilo.com Students will work on personalized phonics lessons.	<b>9:30-10:00</b> <b>Literacy</b> <b>Focus:</b> Main Idea and details Teacher will review the hero they have been learning about this week. She will explain that today they will read an article with a partner. They will read a readworks article called <a href="#">The Right to Vote</a> . They will read the article with a partner then they will complete the main idea and details of the article and answer the comprehensions after the article.  <b>10:00-10:30</b> <b>Word Study</b>	<b>(Word Study)</b> (Google Meet) <b>Spelling</b> activities in google classroom. <b>Phonics:</b> lalilo.com Students will work on personalized phonics lessons.	<b>(Word Study)</b> (Google Meet) <b>Spelling</b> activities in google classroom. <b>Phonics:</b> lalilo.com Students will work on personalized phonics lessons.

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			<p><b>Spelling</b> activities in google classroom.</p> <p><b>Phonics:</b> lalilo.com Students will work on personalized phonics lessons.</p> <p>Autobiography- Introduction- Teacher will model how to write an introduction to their autobiography.</p>		
10:45-11:05	<p><b>Writer's Workshop</b> (Google Meet)</p> <p><a href="#">What is an autobiography?</a> Students will watch the video. Then they will create a list of topics that they include in their autobiography.</p>	<p><b>Writer's Workshop</b> (Google Meet)</p> <p>Prewriting my autobiography- gathering notes about important events in my life.</p>	<p><b>10:30-11:00</b> <b>Science</b> Teacher will introduce video: <a href="#">PBS: Habitat: Habitat Basics</a> What are the basic needs in habitats? Students will draw pictures and label to answer question: Food, water, shelter, space</p>	<p><b>Writer's Workshop</b> (Google Meet)</p> <p>Autobiography- Writing my first draft . Teacher will model how to use the notes they took to write their autobiography.</p>	<p><b>Writer's Workshop</b> (Google Meet)</p> <p>Autobiography Students will finish writing their first draft of their autobiographies.</p>

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<p>11:05-11:15</p> <p>11:15-11:30</p>	<p><b>5 minute Brain Break Math</b> (CCSS 2.NBT.B.7, 2.NBT.B.9) (Google Meet)</p> <p><b>Math Warm-Up</b> *Sam made two towers. He used 139 blocks for the first tower. He used 276 blocks in all. How many blocks did he use for the second tower?</p> <p><b>Interactive Lesson:</b> <a href="#">Ch.6 Lesson 8 3 Digit Subtraction-Regroup Hundreds</a> T will model with students on pg. 434 #'s 1-2. Then students complete pg. 435 #'s 3-8</p>	<p><b>5 minute Brain Break Math</b> (CCSS 2.NBT.B.7 &amp; 2.NBT.B.9) (Google Meet)</p> <p><b>Math Warm-Up</b> *Mrs. Lin's class read 392 books in February. Mr. Hook's class read 173 books. How many more books did Mrs. Lin's class read?</p> <p><b>Interactive Lesson:</b> <a href="#">Ch.6 Lesson 9 When to Regroup in Subtraction</a> T will model with students pg. 440 # 1- 3. Then students complete pgs. 440-441 #'s 4-15 independently</p>	<p><b>11:00-11:15 SEL</b> On Your Own 11:15-12:00: Lunch 12:00-3:15: Asynchronous Time</p>	<p><b>5 minute Brain Break Math</b> (CCSS 2.NBT.B.7) (Google Meet)</p> <p><b>Math Warm-Up</b> *There are 555 students at Roosevelt Elementary School and 282 students at Jefferson Elementary. How many students are at the two schools altogether?</p> <p><b>Interactive Lesson:</b> <a href="#">Ch. 6 Lesson 10 Regroup with zeros</a> T will model with students pgs. 446 #'s 1-3 Students will complete pg. 447 #'s 4-12 independently</p>	<p><b>5 minute Brain Break Math</b> (CCSS 2.NBT.B.7 &amp; 2.NBT.B.9) (Google Meet)</p> <p><b>Math Warm-Up</b> There are 278 math and science books. 128 of them are math books. How many science books are there?</p> <p>*<b>Math Quiz</b> on Lessons 8 &amp; 9 (in google classroom)</p>
<p>11:30-12:30 <b>(On your own, not on google meet)</b></p>	<p><b>5 minute brain break between Rounds</b> Math (Daily 3) * XtraMath <a href="https://xtramath.org/#/signin/student_other">https://xtramath.org/#/signin/student_other</a> * IXL: I7, M9, M10, J3, J4, J5 <a href="https://www.ixl.com/signin/patrickhenryes">https://www.ixl.com/signin/patrickhenryes</a> Teacher Email: <a href="mailto:vmojica@cps.edu">vmojica@cps.edu</a> *StMath <a href="http://clever.com/in/chicago">http://clever.com/in/chicago</a></p>	<p><b>5 minute brain break between Rounds</b> Math (Daily 3) * XtraMath <a href="https://xtramath.org/#/signin/student_other">https://xtramath.org/#/signin/student_other</a> * IXL: I7, M9, M10, J3, J4, J5 <a href="https://www.ixl.com/signin/patrickhenryes">https://www.ixl.com/signin/patrickhenryes</a> Teacher Email: <a href="mailto:vmojica@cps.edu">vmojica@cps.edu</a> *StMath <a href="http://clever.com/in/chicago">http://clever.com/in/chicago</a></p>		<p><b>5 minute brain break between Rounds</b> Math (Daily 3) * XtraMath <a href="https://xtramath.org/#/signin/student_other">https://xtramath.org/#/signin/student_other</a> * IXL: I7, M9, M10, J3, J4, J5 <a href="https://www.ixl.com/signin/patrickhenryes">https://www.ixl.com/signin/patrickhenryes</a> Teacher Email: <a href="mailto:vmojica@cps.edu">vmojica@cps.edu</a> *StMath <a href="http://clever.com/in/chicago">http://clever.com/in/chicago</a></p>	<p><b>5 minute brain break between Rounds</b> Math (Daily 3) * XtraMath <a href="https://xtramath.org/#/signin/student_other">https://xtramath.org/#/signin/student_other</a> * IXL: I7, M9, M10, J3, J4, J5 <a href="https://www.ixl.com/signin/patrickhenryes">https://www.ixl.com/signin/patrickhenryes</a> Teacher Email: <a href="mailto:vmojica@cps.edu">vmojica@cps.edu</a> *StMath <a href="http://clever.com/in/chicago">http://clever.com/in/chicago</a></p>



12:30-1:15	Lunch				
1:15-1:35	<p><b>Science</b> Teacher will introduce Habitats using a KWL chart on Jamboard. Students will identify what they know about habitats and want to know. Students will watch <a href="#">Wild Kratts Exploring Animal Habitat</a> video. Students will work in small groups and as group use the Jamboard to type what they learned about habitats:</p> <ul style="list-style-type: none"> <li>Forests</li> <li>Grasslands</li> <li>Deserts</li> <li>Polar-Arctic</li> <li>Aquatic: Fresh</li> <li>Water-Ocean</li> <li>Rainforests</li> </ul>	<p><b>Science</b> Teacher will introduce video <a href="#">Habitat: What is a Habitat</a> Teacher will create an anchor chart word web for Habitat. Students will name the different habitats as the teacher adds them to the word web.</p>		<p><b>Social Science</b> Teacher will introduce and discuss vocabulary: <b>Suffrage</b> <b>Petition</b> <b>Ratification</b> <b>Amendment</b> <b>Picket</b> <b>Ballot</b> Teacher will read aloud and discuss with students a book on <b>Epic: <a href="#">Women's Suffrage Movement</a></b>. Students will create a sign supporting women's right to vote.</p>	<p><b>Social Science</b> Students will watch and discuss <b>Video <a href="#">Women's Right to Vote</a></b>.</p>
1:35-1:55 <b>(On your own, not on google meet)</b>	<p>Teacher will introduce vocabulary slides and discuss:</p> <ul style="list-style-type: none"> <li><b>Habitat</b></li> <li><b>Shelter</b></li> <li><b>Equator</b></li> <li><b>Climate</b></li> <li><b>Living species</b></li> </ul>	<p>Students will independently listen to book on Epic: <a href="#">Animal Habitats</a> <a href="#">Hábitats De Los Animales</a> After listening to the story, students will complete a matching</p>		<p>Students will create a sign supporting women's right to vote.</p>	<p>Students will act as a newspaper reporter and write an article giving reasons why women should be given the right to vote.</p>

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	Students will complete vocabulary activity in Google Classroom.	activity.			
1:55-3:00	<p><b>Daily 5</b>  <b>Word Work:</b> LEXIA, Lalilo, Spelling Activities  <b>Read to Self:</b> Razkids, EPIC, Storyonline  <b>Read to Someone:</b> Leveled Reading Sheet, book, Razkids  <b>Writing:</b> Lexia with Ms.Nunn</p>	<p><b>Daily 5</b>  <b>Word Work:</b> LEXIA, Lalilo, Spelling Activities  <b>Read to Self:</b> Razkids, EPIC, Storyonline  <b>Read to Someone:</b> Leveled Reading Sheet, book, Razkids  <b>Writing:</b> Lexia with Ms. Nunn</p>		<p><b>Daily 5</b>  <b>Word Work:</b> LEXIA, Lalilo, Spelling Activities  <b>Read to Self:</b> Razkids, EPIC, Storyonline  <b>Read to Someone:</b> Leveled Reading Sheet, book, Razkids  <b>Writing:</b></p>	<p><b>Daily 5</b>  <b>Word Work:</b> LEXIA, Lalilo, Spelling Activities  <b>Read to Self:</b> Razkids, EPIC, Storyonline  <b>Read to Someone:</b> Leveled Reading Sheet, book, Razkids  <b>Writing:</b></p>
3:00-3:15	Academic Enrichment/Wrap up	Academic Enrichment/Wrap up		Academic Enrichment/Wrap up	Academic Enrichment/Wrap up