

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



**Patrick Henry**  
Elementary School

• Week 26:3/15/21

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

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 details Who was Malala Yousafzi? 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 <a href="#">jamboard</a>. The teacher will explain that they will see various details to identify the main idea. Students will complete the jamboard as a group. The teacher will review the main idea of each group of sentences. Teacher will explain that this week they will be identifying the main idea and details using biographies of our</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 Malala Yousafzi and who she was. She will review the questions they had yesterday about Malala. She will explain that this week they will read different books and articles about Malala 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 day <a href="#">Malala Yousafzi Champion for girls education</a>. She will explain that today they will read</p>	<p><b>8:30-9:00</b> <b>Math</b> (Google Meet) <b>Math Warm-Up:</b> * <math>874+348=</math> <math>525-208=</math>  Lesson: Today teacher will go over ch. 6 review with students to help prepare for ch. 6 test tomorrow</p>	<p><b>Literacy</b> (Google Meet) <b>Focus:</b> Main Idea and details Teacher will ask students to identify important facts about Malala Yousafzi. She will explain that today they will read a new book about Malala and identify the main idea of each of the book. The teacher will introduce the book <a href="#">Malala Yousafzai</a> The students will work independently on identifying the main idea and details for the biography they read today</p>	<p><b>Literacy</b> (Google Meet) <b>Focus:</b> Main Idea and details Comprehension Test in Google Classroom on Malala Yousafzi.</p>

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	<p>heroine of the week. Teacher will then introduce the hero of week <a href="#">Malala Yousafzi</a>. She will show students the first text that they will be reading. After reading the text the students will ask questions about Malala. The teacher will explain that they will continue learning about her in order to answer those questions.</p>	<p>the book together then identify the main idea and supporting details together. The teacher will explain that this week they will continue to learn about Malala.</p>			
9:30-10:30	<p>Specials <b>ART</b></p>	<p>Specials <b>ART</b></p>	<p><b>9:00-9:30</b> Specials <b>ART</b></p>	<p>Specials <b>ART</b></p>	<p>Specials <b>ART</b></p>
10:30-10:45	<p><b>(Word Study)</b> (Google Meet) The words in this list are all compound words. A compound word is made from two smaller words. When you put the words together, they have a new meaning. examples: dog + house = doghouse base + ball = baseball <b>Spelling</b> activities in google classroom. <b>Phonics:</b> lalilo.com Students will work on</p>	<p><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.</p>	<p><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 a passage from a book <a href="#">Malala Yousafzai</a> They will read the passage with a partner then they will complete the main idea and details of the passage</p>	<p><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.</p>	<p><b>(Word Study)</b> (Google Meet) <b>Spelling</b> activities in google classroom. <b>Phonics:</b> lalilo.com Students work on personalized phonics lessons.</p>



	<p>personalized phonics lessons.</p>		<p><b>10:00-10:30</b>  <b>Word Study</b>  <b>Spelling</b> activities in google classroom.  <b>Phonics:</b> lalilo.com          Students will work on personalized phonics lessons.  <b>Autobiography-</b> Revise my autobiography.          Teacher will review the steps for revising a piece of writing. She will remind them that today they will try to improve their writing by adding adjectives and adverbs to their writing. She will explain how adverbs and adjectives help the reader see and feel what they are writing. Students will do a quick jamboard where they will use adjectives and adverbs to describe different things. They will then use what they learned to revise their writing</p>		
<p>10:45-11:05</p>	<p><b>Writer's Workshop</b>          (Google Meet)          Autobiography-          Writing my first draft .          Teacher will model how to use the notes</p>	<p><b>Writer's Workshop</b>          (Google Meet)          Autobiography          Students will finish writing their first draft of their</p>	<p><b>10:30-11:00</b>  <b>Science</b>          Students will volunteer to share their mini research report on Arctic Animals.</p>	<p><b>Writer's Workshop</b>          (Google Meet)          Edit my autobiography          Teacher will explain that today they will edit their autobiography. She will</p>	<p><b>Writer's Workshop</b>          (Google Meet)          Teacher will explain that today they will have a writing conference with two other authors.</p>

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	they took to write their autobiography	autobiographies.		review the steps for editing and show them the editing checklist. After reviewing the checklist teacher will have students work in pairs to edit each other's writing. Students will go into breakout rooms and present their writing to their partner so that they can edit their writing. After the breakout rooms the teacher will have students share what were some common mistakes they found in each other's writing. Students will then have time to edit their own writing.	teacher will explain that during their conferences they will share their writing and share any thoughts and ideas on how to improve their writing with their conferencing partner.
11:05-11:15	<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> Anna found 258 shells. Her brother bought a bag with 489 shells. How many shells do they have together?</p> <p>Today students will work on Ch. 6 review part 1 (in google</p>	<p><b>5 minute Brain Break Math</b> (CCSS 2.NBT.B.7 &amp; 2.NBT.B9) (Google Meet)</p> <p><b>Math Warm-Up</b> Mark scored 159 points in basketball last week. Alex scored 375 points in basketball last week. How many more points did Alex score?</p> <p>Today students will work on Ch. 6 review</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> 805-385= 473+327= 528-249=</p> <p>Today students will take chapter 6 assessment on 3-digit addition &amp; subtraction with &amp; w/out regrouping.</p>	<p><b>5 minute Brain Break Math</b> (CCSS 2.NBT.B.7 &amp; 2.NBT.B9) (Google Meet)</p> <p><b>Math Warm-Up</b> Marco has 757 marbles.</p> <ol style="list-style-type: none"> <li>Write the number 757 in expanded form.</li> <li>What digit is in the hundreds place?</li> <li>What is the value of the 5?</li> </ol> <p>Today students will use the</p>

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	classroom).	part 2 (in google classroom).			strategies they learned and complete the chapter 6 performance task.
11:30-12:30 <b>(On your own, not on google meet)</b>	<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	<p><b>Lunch</b></p> <p><b>Please note:</b> Monday 3/15: Regular Lunch</p> <p>Tuesday 3/16: New Lunch Schedule will take effect (11:00 am-11:45 am)</p>				
1:15-1:35	<p><b>Science</b> Teacher will explain that they will be focusing on the Arctic Habitat. Teacher will introduce BrainPopJr Video: <a href="#">Arctic Habitat</a> After or during the video, Teacher will use an Anchor Chart to discuss with students how plants,</p>	<p><b>Science</b> Teacher will explain that they will revisit the book of the Arctic animal they have chosen and use it to complete a graphic organizer to write a mini research report on the animal they chose. Their report will include how their</p>		<p><b>Social Science</b> Teacher will explain that they will be learning about the country <a href="#">Pakistan</a> in the continent of Asia where Malala was born. Teacher will read aloud and discuss with students the Epic book on Pakistan.</p>	<p><b>Social Science</b> Teacher will review with students what they learned about Pakistan: location and culture. Students will review their graphic organizer and use Epic book <a href="#">All Around the World: Pakistan</a> to add new facts or information.</p>

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	<p>animals, and people survive in the Arctic. Teacher will then explain to the student that they will pick an animal of their choice from the following Epic books to research:</p> <p>Arctic Wolves Arctic Foxes Arctic Fox Pups Arctic Hares Beluga Whales Narwhals Snowy Owls Arctic Tern Reindeer Polar bears Harp Seals</p>	<p>animal survives: body, food, shelter and other facts.</p>			
1:35-1:55	<p>Students will identify the arctic animal and explain why they are choosing that animal. Students will then read the book on Epic of the arctic animal they have chosen.</p>	<p>Students will use the graphic organizer to write a mini research report on the animal they chose</p>		<p>Students will complete a graphic organizer on the information they learned about Pakistan.</p>	<p>Students will use the graphic organizer to write a short report on Pakistan.</p>

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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> Autobiography  <b>Lexia with Ms.Nunn</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> Autobiography  <b>Lexia with Ms. Nunn</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> Autobiography</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> Autobiography</p>
3:00-3:15	Academic Enrichment/Wrap up	Academic Enrichment/Wrap up		Academic Enrichment/Wrap up	Academic Enrichment/Wrap up