

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



**Patrick Henry**  
Elementary School

- Week 29:4/12/21

| 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:yvojica@cps.edu">yvojica@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 4/12/21   | Tuesday 4/13/21  | Wednesday 4/14/21  | Thursday 4/15 /21  | Friday 4/16/21 |
|-----------|--|--|--|--|----------------|
| 8:15-8:45 | Attendance/Morning Meeting/SEL   |  | <b>8:15-8:30</b><br>Morning Meeting  | Attendance/Morning Meeting/SEL   |                |
| 8:45-9:30 | <p><b>Literacy</b><br/>(Google Meet)<br/><b>Focus:</b> Research for report on my hero</p> <p>Teacher will show students a <a href="#">powerpoint</a> with all the heroes they have studied in the past ten weeks. She will explain that this week they will choose one of those heroes and do a research project about that hero. She will explain that the research project entails identifying important details about their hero, characters traits about their hero as well as information about how their hero made a difference. Teacher will show students the graphic organizer they will be using to do their collect the information for their project. She will then explain that their final project</p> | <p><b>Literacy</b><br/>(Google Meet)<br/><b>Focus:</b> Research for report on my hero</p> <p>Teacher will explain that today they will begin their research using a graphic organizer she has created for them. They will start by conducting research on their heroes' life and identifying facts such as: where they were born, when they were born and other major life events. She will explain that in order to collect this information they will use the texts that they have read either from raz kids or epic. They will write all that information in their graphic organizer. Teachers will have students work with other students who choose</p> | <p><b>8:30-9:00</b><br/><b>Math</b></p> <p>Math Warm-up: Teresa has 52¢ but she has no dimes. Draw to show what coins she might have.</p> <p>Review Lesson 7.4 &amp; 7.5<br/>Students complete assignment in google classroom.</p> | <p><b>Literacy</b><br/>(Google Meet)<br/><b>Focus:</b>Research report</p> <p>Teacher will explain that today they will work on the final element of their research report. She will explain that today they will identify how their hero made a difference. She will explain that once they identify this they will begin working on their project. She will list the types of things they can do to present their research: poster board, google slides presentation, biography book, newspaper article. Students will choose how they are going to do their project and will begin working on the presentation. Teacher will explain that the project will be due tomorrow since</p> |                |

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|             | <p>can be a poster, a google slide presentation, a video, or a newspaper article or a biography about their hero.<br/>Teacher will have students decide who their hero will be by completing a google form.</p>  | <p>the same hero as them to do their research together. Students will work independently in their breakout rooms. Teacher will explain that tomorrow they will identify important character traits about the hero they chose for their project.</p> |  | <p>they have a day off to work on it.</p>   |                                |
| 9:30-10:30  | <p>Specials<br/><b>ART</b></p>   | <p>Specials<br/><b>ART</b></p>  | <p><b>9:00-9:30</b><br/>Specials<br/><b>ART</b></p>  | <p>Specials<br/><b>ART</b></p>  | <p>Specials<br/><b>ART</b></p> |
| 10:30-10:45 | <p><b>(Word Study)</b><br/>(Google Meet)<br/>This week's words all end with the / ə/ (schwa-l) sound. This sound is usually spelled with the letters e and l.<br/><b>Spelling Words:</b><br/>bubble, simple, middle, marble, angle, apple, puzzle, maple, jungle, little</p> | <p><b>(Word Study)</b><br/>(Google Meet)<br/><b>Spelling</b> activities in google classroom.<br/><b>Phonics:</b> lalilo.com<br/>Students will work on personalized phonics lessons.</p>   | <p><b>9:30-10:00</b><br/><b>Literacy</b><br/>Research for report on my hero<br/><br/>Teacher will explain that today they will focus on identifying important character traits for their hero. She will explain that character traits are things that we learn about our hero from reading the biographies of their life. Teachers will share a powerpoint with different character traits. She will explain that today they will complete a graphic organizer and identify 2-3 character traits about their</p> | <p><b>(Word Study)</b><br/>(Google Meet)<br/><b>Spelling</b> activities in google classroom.<br/><b>Phonics:</b> lalilo.com<br/>Students will work on personalized phonics lessons.</p> |                                |



hero and support them with details from the texts they have read. Teachers will have students work in their groups to identify character traits and supporting evidence. After students work in groups, teachers will have them identify some of the character traits they came up with about their hero. She will explain that tomorrow they will identify how their hero made a difference.

**10:00-10:30**

**Word Study**

**Spelling** activities in google classroom.

**Phonics:** [lalilo.com](https://www.lalilo.com)

Students will work on personalized phonics lessons.

**Writer's Workshop**

(Google Meet)

**Using Transitions**

Teacher will explain that they will look at their drafts to add transition words. Teacher will introduce and review Anchor Chart for Transition Words.

Students will be given time to look at their first



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|             |   |  | fact paragraph and have them decide what transition fits best.   |  |              |
| 10:45-11:00 | <p><b>Writer's Workshop</b><br/>(Google Meet)<br/><b>Writing a Draft</b></p> <p>Teacher will explain that they will be writing their drafts. Teacher will introduce the video to review how to write a draft on <a href="#">Informational Writing</a>. Students will write their drafts on Google Docs.</p> | <p><b>Writer's Workshop</b><br/>(Google Meet)<br/><b>Writing a Draft</b></p> <p>Students will continue to work on their drafts for their informational writing.</p>  | <p><b>10:30-11:00 Science</b></p> <p>Students will be given time to work on their animal projects.</p> | <p><b>Writer's Workshop</b><br/>(Google Meet)<br/><b>Using Transitions</b></p> <p>Students will continue to work on their drafts using transitions.</p>  |              |
| 11:00-11:45 | <b>LUNCH</b>  | <b>LUNCH</b>   | <p><b>11:00-11:15 SEL</b></p> <p>On Your Own<br/>11:15-12:00: Lunch<br/>12:00-3:15:Asynchronous</p>    | <b>LUNCH</b>   | <b>LUNCH</b> |
| 11:45-11:50 | <p><b>Math</b><br/>(CCSS 2.MD.C.8)<br/>(Google Meet)</p> <p>Math Warm-Up<br/>*Lee buys a pen for 50¢. Draw coins to show 2 different ways to pay 50¢.</p>   | <p><b>Math</b><br/>(CCSS 2.2.MD.C.8)<br/>(Google Meet)</p> <p>Math Warm-Up<br/>Draw 2 boxes. In the first box, draw eight nickels. Count to find the total value of the coins. Then write the total value. In the second box, draw eight dimes. Count to find the total value of</p> |  | <p><b>Math</b><br/>(CCSS 2.MD.C.8)<br/>(Google Meet)</p> <p>Math Warm-Up<br/>Solve: 583      735<br/>      + 597      - 288</p> <p>*Before starting lesson students will have 10 minutes to complete midchapter checkpoint</p> | <b>Math</b>  |
| 11:50-12:05 | Using jamboard,   |  |  | Display a one dollar bill and a group of coins   |              |

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|  | <p>complete pg. 486 #'s 1 &amp; 2 together.<br/>Students work in small groups to complete pg. 487 #'s 3-6.</p> | <p>the coins. Then write the total value.<br/>Discuss with students how a dollar bill and a coin are alike, and how they are different.<br/>• Tell students a dollar has a value of 100¢ or \$1.00. Write \$1.00 on the board and label the dollar sign and the decimal point. Explain that the dollar sign shows that the number represents money. The decimal point separates the dollars from the cents.<br/>Interactive Lesson:<br/><a href="#">Lesson 7.5</a><br/>T models #'s 1-3 on pg. 492, then students complete 4-7 on pg. 493</p> |  | <p>with a total value of 100 cents.<br/>• How much money do I have? \$1, 100 cents<br/>• Write \$1 and 100 cents and draw an equal sign between them. Say: The value is the same.<br/>• Have students write and say \$1.00, one dollar, and 100¢.<br/>• Remind students that the dollar sign and the cent symbol are never used together at the same time.<br/>Interactive Lesson:<br/><a href="#">Lesson 7.6</a><br/>T models #'s 1 &amp; 2 pg. 498, then students complete 3-6 pg.499</p> |  |
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| 12:05 - 1:10<br><b>(On your own, not on google meet)</b> | <b>5 minute brain break between Rounds</b><br>Math (Daily 3)<br>* XtraMath<br><a href="https://xtramath.org/#/signin/student_other">https://xtramath.org/#/signin/student_other</a><br>* IXL: P1, P2, & P3<br><a href="https://www.ixl.com/signin/patrickhenryes">https://www.ixl.com/signin/patrickhenryes</a><br>Teacher Email:<br><a href="mailto:vmojica@cps.edu">vmojica@cps.edu</a><br>*StMath<br><a href="http://clever.com/in/chicago">http://clever.com/in/chicago</a> | <b>5 minute brain break between Rounds</b><br>Math (Daily 3)<br>* XtraMath<br><a href="https://xtramath.org/#/signin/student_other">https://xtramath.org/#/signin/student_other</a><br>* IXL: P1, P2, & P3<br><a href="https://www.ixl.com/signin/patrickhenryes">https://www.ixl.com/signin/patrickhenryes</a><br>Teacher Email:<br><a href="mailto:vmojica@cps.edu">vmojica@cps.edu</a><br>*StMath<br><a href="http://clever.com/in/chicago">http://clever.com/in/chicago</a> |  | <b>5 minute brain break between Rounds</b><br>Math (Daily 3)<br>* XtraMath<br><a href="https://xtramath.org/#/signin/student_other">https://xtramath.org/#/signin/student_other</a><br>* IXL: P1, P2, & P3<br><a href="https://www.ixl.com/signin/patrickhenryes">https://www.ixl.com/signin/patrickhenryes</a><br>Teacher Email:<br><a href="mailto:vmojica@cps.edu">vmojica@cps.edu</a><br>*StMath<br><a href="http://clever.com/in/chicago">http://clever.com/in/chicago</a> | <b>5 minute brain break between Rounds</b><br>Math (Daily 3)<br>* XtraMath<br><a href="https://xtramath.org/#/signin/student_other">https://xtramath.org/#/signin/student_other</a><br>* IXL:P1, P2, & P3<br><a href="https://www.ixl.com/signin/patrickhenryes">https://www.ixl.com/signin/patrickhenryes</a><br>Teacher Email:<br><a href="mailto:vmojica@cps.edu">vmojica@cps.edu</a><br>*StMath<br><a href="http://clever.com/in/chicago">http://clever.com/in/chicago</a> |
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| 1:15-1:35 | <p><b>Science</b></p> <p>Teacher will review animal research projects with students. Teacher will check in with students to see where they are at in their research and project presentation. Students will be reminded that they should have completed or close to completing their graphic organizer. Teacher will remind students that they will also give a presentation beginning Thursday and next week and display their research in any form they wish. Teacher will again show some examples for their displays: poster, diorama, triangle diorama, etc .</p> <p>Before beginning their research, the teacher will go over the graphic organizer they will complete to brainstorm which animal they are really interested in researching. Teacher will provide links to resources to help them make their decision and give them time to look</p> | <p><b>Science</b></p> <p>Students will be given time to work on their animal projects and schedule the day they would like to present beginning Thursday and next week.</p> |  | <p><b>Science</b></p> <p>Presentations on animal research projects will begin.</p> | <p><b>Social Science</b></p> |
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|           | <p>into resources:<br/> <a href="#">*Kids National Geographic</a><br/> <a href="#">*National Geographics</a><br/>           *Epic Books: <a href="#">Animals and Habitats</a><br/>           *RazKids</p>   |  |  |   |  |
| 1:35-1:55 | <p>Students will complete a graphic organizer and begin reading about the animal they chose.</p>  |  |  | <p>Students will complete a graphic organizer on the information they learned about India.</p>  |  |
| 1:55-3:00 | <p><b>Daily 5</b><br/> <b>Word Work:</b> LEXIA, Lalilo, Spelling Activities<br/> <b>Read to Self:</b> Razkids, EPIC, Storyonline<br/> <b>Read to Someone:</b> Leveled Reading Sheet, book, Razkids<br/> <b>Writing:</b> Nonfiction-Informational<br/> <b>Lexia with Ms.Nunn</b></p> | <p><b>Daily 5</b><br/> <b>Word Work:</b> LEXIA, Lalilo, Spelling Activities<br/> <b>Read to Self:</b> Razkids, EPIC, Storyonline<br/> <b>Read to Someone:</b> Leveled Reading Sheet, book, Razkids<br/> <b>Writing:</b> Nonfiction-Informational<br/> <b>Lexia with Ms. Nunn</b></p> |  | <p><b>Daily 5</b><br/> <b>Word Work:</b> LEXIA, Lalilo, Spelling Activities<br/> <b>Read to Self:</b> Razkids, EPIC, Storyonline<br/> <b>Read to Someone:</b> Leveled Reading Sheet, book, Razkids<br/> <b>Writing:</b>Nonfiction-Informational</p> | <p><b>Daily 5</b><br/> <b>Word Work:</b> LEXIA, Lalilo, Spelling Activities<br/> <b>Read to Self:</b> Razkids, EPIC, Storyonline<br/> <b>Read to Someone:</b> Leveled Reading Sheet, book, Razkids<br/> <b>Writing:</b> Nonfiction-Informational</p> |
| 3:00-3:15 | <p>Academic Enrichment/Wrap up</p>  | <p>Academic Enrichment/Wrap up</p>   |  | <p>Academic Enrichment/Wrap up</p>  | <p>Academic Enrichment/Wrap up</p>   |