

# Henry Family Plan

## (2nd Grade) - (Mrs. Sopikiotis)



**Patrick Henry**  
Elementary School

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: ksopikiotis@cps.edu</li> <li>○ Google Meet Link: _____</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 they 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 student communicate with teacher 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
Google Meet: Link <a href="#">Second108</a> Google Classroom (through student CPS email) <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>	ST Math - Math Lexia- <a href="#">Lexia108</a> IXL - <a href="#">IXL108 Math/Reading</a> XtraMath- <a href="#">XtraMath108</a>

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Time	Monday 11/30/20	Tuesday 11/17/20	Wednesday 11/18/20 Parent/teacher conferences	Thursday 11/19/20	Friday 11/20/20
8:15-8:45	Attendance/Morning Meeting/SEL (Google Meet)				
8:45-9:30	<p>Literacy (Google Meet)</p> <p>Materials: notebook, pencil, crayons</p> <p>The teacher will begin by explaining that this week they will continue reading fables and identifying the central message or moral of the fable. The teacher will explain the characteristics of a fable. Then she will show them the fable of the week. <a href="#">The Grasshopper and the Ants</a>, the teacher will explain that today they will read the pictures to try to predict the central message of the story. We will use a Jamboard to write our predictions</p>	<p>Literacy (Google Meet)</p> <p>The teacher will begin the lesson by explaining that today they will continue talking about the central message of a fable. We will review the characteristics of a fable. Then she will show the anchor chart that gives us the steps to find the central message. She will explain that today we will use these steps to identify the central message of a story that we have already read, We will reread Enemy Pie, and we will use the steps to identify the central message. We will watch a video of the story, of <a href="#">The Grasshopper and the Ants</a>, and talk about the predictions we made</p>	<p>Literacy (Google Meet)</p> <p>Materials: notebook, pencil, crayons</p> <p>The teacher will begin the lesson by explaining that today they will continue talking about the central message of a fable. We review the characteristics of a fable. The teacher reads and explains that today they will read the story <a href="#">The Grasshopper and the ants</a>, after reading the story they will talk about the moral of the story and answer questions about the story while reading.</p>	<p>Literacy (Google Meet)</p> <p>Materials: notebook, pencil, crayons</p> <p>The teacher will explain that today they will read the story <a href="#">The Grasshopper and the ants</a>. After reading the students will identify the central idea of the story. The teacher will show you students the graphic organizer that they are going to complete. They will read the story together. After reading they will identify the problem and the solution to the story. The teacher will explain that identifying the problem and the solution will help you identify the central message. Students will complete the graphic organizer independently.</p>	<p>Literacy (Google Meet)</p> <p>The teacher will explain that today they will read the story <a href="#">The Grasshopper and the ants</a>. After reading, students will take a comprehension test to see how well they understood the story.</p>

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		yesterday.			
9:30-10:30	Specials Science-108	Specials Science-108	Specials Science-108	Specials Science-108	Specials Science-108
10:30-10:45	(Word Study) (Google Meet) Materials: notebook, pencil A digraph is a combination of two or more letters that make one sound. Examples of digraphs include: /sh/ in ship /ch/ in chill /th/ in bath /wh/ in white <b>Spelling:</b> chair, chart, crash, sheep, both, they, this, when, why, who <b>Phonics:</b> lalilo.com Students will work on personalized phonics lessons.	(Word Study) (Google Meet) Materials: notebook, pencil <b>Spelling</b> activities in google classroom. <b>Phonics:</b> lalilo.com Students will work on personalized phonics lessons.	(Word Study) (Google Meet) Materials: notebook, pencil <b>Spelling</b> activities in google classroom. <b>Phonics:</b> lalilo.com Students will work on personalized phonics lessons.	(Word Study) (Google Meet) Materials: notebook, pencil <b>Spelling</b> activities in google classroom. <b>Phonics:</b> lalilo.com Students will work on personalized phonics lessons.	(Word Study) (Google Meet) Spelling Test in google classroom. <b>Phonics:</b> lalilo.com Students will work on personalized phonics lessons.
10:45-11:45 (On your own, not on google meet)	Daily 5 <b>Lexia</b> 30 minutes; <b>spelling tic tac toe:</b> choose 1 activity to complete in notebook; <b>Read to Self:</b> Choose a book to read; <b>Razkids Writing:</b> My Thanksgiving Break	Daily 5 <b>Lexia</b> 30 minutes; <b>spelling tic tac toe:</b> choose 1 activity to complete in notebook; <b>Read to Self:</b> Choose a book to read; <b>Razkids Writing:</b> My Thanksgiving Break	Daily 5 <b>Lexia</b> 30 minutes; <b>spelling tic tac toe:</b> choose 1 activity to complete in notebook; <b>Read to Self:</b> Choose a book to read; <b>Razkids Writing:</b> My Thanksgiving Break	Daily 5 <b>Lexia</b> 30 minutes; <b>spelling tic tac toe:</b> choose 1 activity to complete in notebook; <b>Read to Self:</b> Choose a book to read; <b>Razkids Writing:</b> My Thanksgiving Break	Daily 5 <b>Lexia</b> 30 minutes; <b>spelling tic tac toe:</b> 3 activities should be completed and turned in by today; <b>Read to Self:</b> Choose a book to read; <b>Razkids Writing:</b> My Thanksgiving Break

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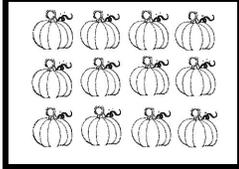
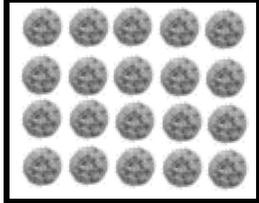
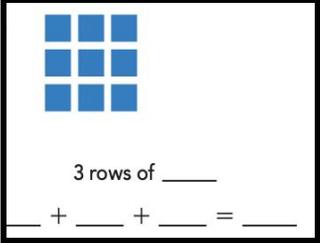
<p>11:45-12:05</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons "I'm Tired of Pulling Santa's Sleigh!" Listen to <a href="#">Who'll Pull Santa's Sleigh Tonight</a> Then make a list of Santa's reindeer. Explain to students that their next writing assignment will be a persuasive letter to Santa. They will choose a reindeer and pretend they're that reindeer. Together, make a list of reasons to not pull Santa's sleigh. (Ex. I'm too sick. I stink. I'm not old enough. The sleigh is too heavy. etc.)</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons "I'm Tired of Pulling Santa's Sleigh!" Discuss lesson from yesterday. Go over anchor chart on reasons to not pull Santa's sleigh. Explain to students that they are pretending to be that reindeer and they have to choose 3 good reasons not to pull Santa's sleigh. (Write down 3 reasons in notebook.)</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons "I'm Tired of Pulling Santa's Sleigh!" Have students take out their 3 reasons. Introduce students to the organizer (in google classroom). Students will choose an introduction then begin writing their 3 reasons. For each reason they must include an explanation. (ex. Reason: I'm too sick. Explanation: I have the flu. I have a fever, a cough, and a stuffy nose.)</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons "I'm Tired of Pulling Santa's Sleigh!" Continue writing draft on organizer.</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons "I'm Tired of Pulling Santa's Sleigh!" When finished writing on organizer, introduce the checklist to students (in google classroom). Have students share their organizer in small groups (in breakout rooms) and go through their checklist as they each share.</p>
<p>12:05-12:30</p>	<p>Math (CCSS 2.NBT.A2) (Google Meet) Math Warm-Up *Discuss what rows and columns are. Then present following problem: Students may use online math manipulatives <a href="#">Math manipulatives</a></p>	<p>Math (CCSS2.OA.C4) (Google Meet) Math Warm-Up Students may use online math manipulatives <a href="#">Math manipulatives</a> * Max and 4 friends get books from the library. Each person gets 3 books. Draw a picture to show the groups of books.</p>	<p>Math (Google Meet) Math Warm-Up Students may use online math manipulatives <a href="#">Math manipulatives</a> *There are 6 photos on the wall. There are 2 photos in each row. How many rows of photos are there?</p>	<p>Math (Google Meet) Math Warm-Up * Write the repeated addition problem for the given array.</p>	<p>Math (Google Meet) Math Warm-Up *Lily sees 18 tan puppies and 9 white puppies at the pet store. How many more tan puppies than white puppies does she see?</p>

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	<p>* Mrs. Sopikiotis put the desks in 4 rows. There are 3 desks in each row. How many desks are there in all? *Ms. Trane puts some stickers in 3 rows. There are 2 stickers in each row. How many stickers does Ms. Trane have?</p>	<p>How many books did they get? *Mrs. Chen makes 5 rows of 2 chairs and 2 rows of 3 chairs. How many chairs does Mrs. Chen use?</p>		 <hr/>  <hr/>	 <p>3 rows of ____          ____ + ____ + ____ = ____</p> <p>* Maria puts 4 stickers on each page. How stickers are on 4 pages?</p>
12:30-1:15	Lunch				
1:15-1:30	<p>Math (Google Meet) Interactive Lesson: <a href="https://www-k6.thinkcentral.com/content/hs/p/math/gomath/ca/gr2/online_interactive_teacher_book_9780544221581/_G2_Ch3_L10/launch.html?edition=student">https://www-k6.thinkcentral.com/content/hs/p/math/gomath/ca/gr2/online_interactive_teacher_book_9780544221581/_G2_Ch3_L10/launch.html?edition=student</a> *Students complete pgs. 218 &amp; 219 #s 1-5</p>	<p>Math (Google Meet) Interactive Lesson: <a href="https://www-k6.thinkcentral.com/content/hsp/math/gomath/ca/gr2/online_interactive_teacher_book_9780544221581/_G2_Ch3_L11/launch.html?edition=student">https://www-k6.thinkcentral.com/content/hsp/math/gomath/ca/gr2/online_interactive_teacher_book_9780544221581/_G2_Ch3_L11/launch.html?edition=student</a> *Students complete pgs.</p>	<p>Math (Google Meet) Watch the following brainpopjr. Lesson: <a href="#">Equal Groups</a> *Repeated addition &amp; equal groups activities (in google classroom)</p>	<p>Math (Google Meet) Watch the following brainpopjr. Lesson: <a href="#">Repeated Addition</a> *Chapter 3 Review (in google classroom)</p>	<p>Math (Google Meet) Chapter 3 Math Test (in google classroom)</p>
1:30-2:20 <b>(On your own, not on google)</b>	<p>Math (Daily 3) * XtraMath <a href="https://xtramath.org/#/signin/student_other">https://xtramath.org/#/signin/student_other</a></p>	<p>Math (Daily 3) * XtraMath <a href="https://xtramath.org/#/signin/student_other">https://xtramath.org/#/signin/student_other</a></p>	<p>Math (Daily 3) * XtraMath <a href="https://xtramath.org/#/signin/student_other">https://xtramath.org/#/signin/student_other</a></p>	<p>Math (Daily 3) * XtraMath <a href="https://xtramath.org/#/signin/student_other">https://xtramath.org/#/signin/student_other</a></p>	<p>Math (Daily 3) * XtraMath <a href="https://xtramath.org/#/signin/student_other">https://xtramath.org/#/signin/student_other</a></p>

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<p><b>meet)</b></p>	<p>* IXL: E4, E6, E8, E12, E13,, <a href="https://www.ixl.com/signin/patrickhenryes">https://www.ixl.com/signin/patrickhenryes</a> *Math Packet Teacher Email: <a href="mailto:ksopikiotis@cps.edu">ksopikiotis@cps.edu</a> *StMath <a href="http://clever.com/in/chicago">http://clever.com/in/chicago</a></p>	<p>* IXL: E15, E21, E22, E23, E24 <a href="https://www.ixl.com/signin/patrickhenryes">https://www.ixl.com/signin/patrickhenryes</a> *Math Packet Teacher Email: <a href="mailto:ksopikiotis@cps.edu">ksopikiotis@cps.edu</a> *StMath <a href="http://clever.com/in/chicago">http://clever.com/in/chicago</a></p>	<p>* IXL: K1, K2, K3, F1, F2 <a href="https://www.ixl.com/signin/patrickhenryes">https://www.ixl.com/signin/patrickhenryes</a> *Math Packet Teacher Email: <a href="mailto:ksopikiotis@cps.edu">ksopikiotis@cps.edu</a> *StMath <a href="http://clever.com/in/chicago">http://clever.com/in/chicago</a></p>	<p>* IXL: F5, F8, F9, F10, F11 <a href="https://www.ixl.com/signin/patrickhenryes">https://www.ixl.com/signin/patrickhenryes</a> *Math Packet Teacher Email: <a href="mailto:ksopikiotis@cps.edu">ksopikiotis@cps.edu</a> *StMath <a href="http://clever.com/in/chicago">http://clever.com/in/chicago</a></p>	<p>* IXL: E4, E6, E8, E12, E13, E15, E21,E22, E23, E24, K1, K2, K3, F1, F2, F5, F8, F9, F10, F11, F12, F14) <a href="https://www.ixl.com/signin/patrickhenryes">https://www.ixl.com/signin/patrickhenryes</a> *Math Packet Teacher Email: <a href="mailto:ksopikiotis@cps.edu">ksopikiotis@cps.edu</a> *StMath <a href="http://clever.com/in/chicago">http://clever.com/in/chicago</a> Math Games: <a href="https://www.arcademics.com">https://www.arcademics.com</a></p>
<p>2:20-2:40</p>	<p>Social Science <b>Google Meet:</b> Explain to the students that we are getting ready to start celebrating holidays all around the world. Have students share what holidays they celebrate and create a list of the holidays. She will then introduce the book <a href="#">World Holidays</a> on Raz kids! Students will look at the wordless</p>	<p>Social Science <b>Google Meet:</b> Students share their pictures of the winter holiday they celebrate. Then begin reading World Holidays together.</p>	<p>Social Science <b>Google Meet-Day:</b> The teacher will review the book they saw Yesterday. She will have them complete a worksheet where they will write 1 thing they know about each holiday if any. Then as they are listening to the story they will write 1 or 2 things they learned about the holidays.</p>	<p>Social Science (Google Meet) <b>Google Meet:</b> Students will listen to World Holidays on RazKids. Students will be put into groups in breakout rooms. As they listen to the story, they will take notes on each of the different holidays they listen to.</p>	<p>Social Science (Google Meet) <b>Google Meet:</b> In their same groups from yesterday, students will choose 2 different holidays to compare and contrast from World Holidays. They will work together to list at least 3 differences and 3 similarities of their holidays.</p>

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	picture book and discuss what they notice about all the holidays.				
2:40-3:00	<b>Student Activity:</b> Students will draw a detailed illustration of one winter holiday they celebrate.		<b>Student Activity:</b> Students will then listen to the story and complete the worksheet independently.		<b>Student Activity:</b> Continue activity
3:00-3:15	Academic Enrichment/Wrap up	Academic Enrichment/Wrap up	Academic Enrichment/Wrap up	Academic Enrichment/Wrap up	Academic Enrichment/Wrap up