

Henry Family Plan

(2nd Grade) - (Mrs. Sopikiotis)



**Patrick Henry
Elementary School**

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

*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 Second108</p> <p>Google Classroom (through student CPS email)</p> <ul style="list-style-type: none"> - Digital classroom platform - Daily stream of online assignments - Official assignment turn-in location 	<p>ST Math - Math</p> <p>Lexia- Lexia108</p> <p>IXL - IXL108 Math/Reading</p> <p>XtraMath- XtraMath108</p>

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Time	Monday 10/19/20	Tuesday 10/20/20	Wednesday 10/21/20	Thursday 10/22/20	Friday 10/23/20
8:15-8:45	Attendance/Morning Meeting/SEL (Google Meet)				
8:45-9:30	<p>Literacy (Google Meet) Materials: notebook, pencil, crayons Reading The Old Lady who was not Afraid of Anything. We will read the books using only the pictures. As we read each page, we will stop and ask questions about what is happening and make predictions about the text. Then the students will ask a question and make predictions about the story.</p>	<p>Literacy (Google Meet) Materials: notebook, pencil, crayons Reading The Old Lady who was not Afraid of Anything. After reading the story, students will have to identify the sequence of events in the story. We will sequence the story together.</p>	<p>Literacy (Google Meet) Materials: notebook, pencil, crayons Reading The Old Lady who was not Afraid of Anything. We will read the story one more time this time using the words. After reading the text we will identify the different elements of the story together. We will focus on the problems that the main character had to face.</p>	<p>Literacy (Google Meet) Materials: notebook, pencil, crayons Reading The Old Lady who was not Afraid of Anything. Students will listen to the story. After listening to the story the students will identify the problems the old lady faced and how she responded to those problems. They will complete a graphic organizer independently where they will identify the problem she faced and how she responded.</p>	<p>Literacy (Google Meet) Materials: notebook, pencil, crayons Reading The Old Lady who was not Afraid of Anything. Then the students will take a comprehension test on Google Forms about the story.</p>
9:30-10:30	Specials Art-108	Specials Art-108	Specials Art-108	Specials Art-108	Specials Art-108

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10:30-10:45	<p>(Word Study) (Google Meet) Materials: notebook, pencil This week's spelling words have long-e or /ē/ sound. This is the vowel sound you hear in the word bean. The long e vowel sound: tree, free, keep, deep, eat, read, beak, baby, lady, only <u>Week6-Day1</u> *Foundational Skills Boost: Warm-Up: Word Pairs /s/ & /z/ Skills Lesson: Tricky words: one, that, some, from, there, have, once Reading Practice/Fluency: The Storm</p>	<p>(Word Study) (Google Meet) Materials: notebook, pencil The long e vowel sound: tree, free, keep, deep, eat, read, beak, baby, lady, only <u>Week6-Day2</u> *Foundational Skills Boost: Warm-Up: Segment & Blend 2 syllable words Skills Lesson: Plural Noun Review (-s or- es) Reading Practice/Fluency: In the Storm Shelter</p>	<p>(Word Study) (Google Meet) Materials: notebook, pencil The long e vowel sound: tree, free, keep, deep, eat, read, beak, baby, lady, only <u>Week6-Day3</u> *Foundational Skills Boost: Warm-Up: Review w & j sound Skills Lesson: Spellings for /w/ Reading Practice/Fluency: The Visit</p>	<p>(Word Study) (Google Meet) Materials: notebook, pencil The long e vowel sound: tree, free, keep, deep, eat, read, beak, baby, lady, only <u>Week6-Day4</u> *Foundational Skills Boost: Warm-Up: Syllables & segmenting words Skills Lesson: Spelling alternatives for /n/, /g/, /m/, /s/, & /j/ Reading Practice/Fluency: The Soccer Game</p>	<p>(Word Study) (Google Meet) Spelling Test in google classroom.</p> <p>Spelling test on long e words in google classroom.</p>
10:45-11:45 (On your own, not on google meet)	<p>Daily 5 Lexia 30 minutes; spelling tic tac toe: choose 1 activity to complete in notebook; Read to Self: Choose a book to read; Razkids Writing: Who is your favorite superhero? Why?</p>	<p>Daily 5 Lexia 30 minutes; spelling tic tac toe: choose 1 activity to complete in notebook; Read to Self: Choose a book to read; Razkids Writing: Who is your favorite superhero? Why?</p>	<p>Daily 5 Lexia 30 minutes; spelling tic tac toe: choose 1 activity to complete in notebook; Read to Self: Choose a book to read; Razkids Writing: Who is your favorite superhero? Why?</p>	<p>Daily 5 Lexia 30 minutes; spelling tic tac toe: choose 1 activity to complete in notebook; Read to Self: Choose a book to read; Razkids Writing: Who is your favorite superhero? Why?</p>	<p>Daily 5 Lexia 30 minutes; spelling: use play doh, pasta, beans, etc. to make your words; Read to Self: Choose a book to read; Razkids Writing: Who is your favorite superhero? Why?</p>

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11:45-12:05	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons Lesson 10: Describing the Setting One interesting way to begin a story is by describing the setting, where the story takes place. Well, the author of Too Many Tamales did just that - he started the story off by describing the setting. Read the first page of the story. "On this page, Gary Soto describes exactly what the setting looks like. He says that 'snow drifted through the streets' and 'Christmas trees glittered in the windows.' This really paints a picture in my mind of what Maria's town looks like right now - calm, peaceful, and decorated for the holidays."</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons Lesson 10: Describing the Setting Using the book Too Many Tamales, turn to the page where Maria and her mother and father are making the tamales together. "The first page isn't the only page where the author describes the setting. The author writes, 'They made twenty-four tamales as the windows grew white with delicious-smelling curls of steam.' Here, the author is describing what the windows look like...white...and what the house smells like...delicious tamales! These details help us create a mental movie of what is happening. I can close my eyes and imagine being in that kitchen with the warm stove, smelling the delicious food. It seems like such a cozy and</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons Students will describe the setting of their story on the Describing the Setting activity page using their 5 senses.</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons Lesson 11: Writing a Strong Ending Today we will learn how to create a strong ending to your story. Let's take a look at how Gary Soto ended Too Many Tamales. Turn to the last page of the book and read students the last page. At the end of his story, the author showed us how the main character, Maria, was feeling. He didn't end it by saying, 'And then Maria went to bed.' That would be kind of boring, wouldn't it? One way to end your story is to do like Gary Soto did - to end your story by showing how you felt. Look back over the endings to your stories. Look for endings that might not be so interesting, like if you said, 'And then I went home' or 'And then I went to bed' or even 'The End.'</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons Lesson 11: Writing a Strong Ending Students will continue working on their current stories. About halfway through independent writing time, ask for students' attention. Hold up the "Show, Don't Tell" poster. "As you are working on writing story endings that show how you felt, remember to write what you did or said, rather than just giving a feeling word like 'happy' or 'sad.' You might end it by saying that you were smiling, or maybe by making up something that you said about what happened in the story. Choose 1-2 students to share with the class, and discuss with the class how those students ended their stories.</p>
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		happy place!"		Turn those not-so-interesting endings into ones that will help your reader understand just how you felt." Support students as they revise some of their story endings.	
12:05-12:30	<p>Math (Google Meet)</p> <p>Write the following numbers in expanded form & word form. Then draw a quick picture for each. 257, 425, 731</p> <p>Then write: what is 10 more, 10 less, 100 more, 100 less for each.</p>	<p>Math (Google Meet)</p> <p>Teacher will ask students: Is it possible to know what number is greater without drawing a picture or representing the number with models?</p> <p>Write the numbers 327 & 135. Ask student which is greater? How do you know?</p>	<p>Math (Google Meet)</p> <p>Teachers will have students draw a quick picture to compare 3 digit numbers in their tables.</p> <p>The teacher will ask the students to explain how they model or the picture helps them to identify the greater number. She will explain that today they will learn how to use they symbols when comparing numbers.</p>	<p>Math (Google Meet)</p> <p>The teacher will show students the table on the board labeled Hundred, Tens, Ones. She will explain that in the table they will insert the two numbers they are comparing then use the table to help them identify which numbers are greater, less or equal.</p>	<p>Math (Google Meet)</p> <p>Teacher will start by having students physically compare different sets of numbers using the symbols.</p> <p>https://app.gonoodle.com/activities/hollabaloo-greater-than-less-than-equal-to?_s=Search&t=greater%20than</p>
12:30-1:15	Lunch				
1:15-1:30	<p>Math (Google Meet)</p> <p>Math Quiz on Lessons 8 & 9 from last week in https://www-k6.thinkcentr</p>	<p>Math (Google Meet)</p> <p>GoMath Interactive lesson: https://www-k6.thinkcentr</p>	<p>Math (Google Meet)</p> <p>Teacher will play brainpop video.</p>	<p>Math (Google Meet)</p> <p>Teacher will review the lesson they did yesterday</p>	<p>Math (Google Meet)</p> <p>Students will watch Khan academy video on</p>

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	google classroom.	<p>https://jr.brainpop.com/math/numbersense/comparingnumbers/</p> <p>After watching the video the teacher will ask students to show her the less than, greater than and equal to signs using their hands.</p>	<p>and review how they can use model and symbols to compare numbers. The teacher will review the 3 symbols with the class.</p> <p>Interactive Lesson:</p> <p>https://www-k6.thinkcentral.com/content/hsp/math/gomath/na/gr2/online_interactive_teacher_book_9780544349070_G2_Chp2_L11/launch.html?edition=student</p>	comparing numbers. https://www.khanacademy.org/math/early-math/cc-early-math-place-value-topic/cc-early-math-three-digit-compare/v/comparing-whole-numbers
1:30-2:20 (On your own, not on google meet)	<p>Math (Daily 3)</p> <ul style="list-style-type: none"> * XtraMath https://xtramath.org/#/signin/student_other * IXL: M11 & M14 https://www.ixl.com/signin/patrickhenryes *Math Packet Teacher Email: ksopikiotis@cps.edu *StMath http://clever.com/in/chicago 	<p>Math (Daily 3)</p> <ul style="list-style-type: none"> * GoMath pgs. Ch.2L.11 pgs 136 & 137 #'s 1-6 * XtraMath https://xtramath.org/#/signin/student_other * IXL: B5, B6 https://www.ixl.com/signin/patrickhenryes *Math Packet Teacher Email: ksopikiotis@cps.edu *StMath http://clever.com/in/chicago 	<p>Math (Daily 3)</p> <ul style="list-style-type: none"> *Review assignment in google classroom * XtraMath https://xtramath.org/#/signin/student_other * IXL: B2 https://www.ixl.com/signin/patrickhenryes *Math Packet Teacher Email: ksopikiotis@cps.edu *StMath http://clever.com/in/chicago 	<p>Math (Daily 3)</p> <ul style="list-style-type: none"> *GoMath pgs. 142&143 #'s1-10 * XtraMath https://xtramath.org/#/signin/student_other * IXL: B3, B4 https://www.ixl.com/signin/patrickhenryes *Math Packet Teacher Email: ksopikiotis@cps.edu *StMath http://clever.com/in/chicago <p>Math Games: https://www.academics.com</p>

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2:20-2:40	Science (Google Meet) Google Meet: What matter?	Social Science (Google Meet) Google Meet: What is a solid? Students will identify and observe the solids around them. In small groups, students will talk about the properties of each solid. What does the solid look like? How does it feel? What color is it? Then we all get together to create a list of all the solid properties.	Social Science (Google Meet) Google Meet-Day: What is the property of this solid? Students choose 2 solids each. In small groups they will have to categorize and classify them by their properties. After a few minutes we will meet to talk about the different ways that we categorize and classify our solids.	Social Science (Google Meet) Google Meet: How are solids the same and different? Students will choose 2 solids to observe. The students will then use a Venn diagram to compare and contrast the two objects.	Social Science (Google Meet) Google Meet:
2:40-3:00	Social Science Student Activity: Students will identify the different types of matter . Then they will look for matter in their house and organize the matter in its specific category: solid, liquid, gas.	Social Science Student Activity:	Social Science Student Activity:	Social Science Student Activity:	Social Science Student 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