Elementary Distance Learning Pacing Guide - Spring 2020

Grade: 2nd grade

Suggested Student Work Schedule:

Time	Activity	Options
Before 8:00 am	Wake Up	Each breakfast, make bed, brush teeth, etc.
8:00-8:30	Check in Online (if possible) Spiral Review	**Answer daily question on Seesaw or Schoology** **Complete 1 day of spiral review each day**
8:30-9:30	Academic Time: Math	**Complete daily math practice pages** Go on IXL, prodigy
9:30-10:00	Creative/ Break Time	Draw and color, play with toys, play outside, use fluency fitness website, etc.
10:00-11:30	Academic Time: Reading and Phonics	**Complete daily reading practice pages** Go on to epic or raz-kids to read Read a book and fill out a graphic organizer **Complete daily phonic practice pages** Go on lalio phonics website
11:30-12:00	Specialist	Pick up 1 activity every day. Specialist on schoology Specialists bingo card
12:00	Lunch	
12:30-1:00	Chore Time	Help clean the house, pick up, etc.
1:00-2:00	Quiet Time	Read, do puzzles, etc.
2:00-3:00	Academic Time: Writing	**Complete daily writing practice pages**
3:00-4:00	Creative/ Break Time	Draw and color, play with toys, play outside, use fluency fitness website, etc.
4:00-5:00	Afternoon outside time	
5:00-6:00	Family time	Dinner, talk or play a game as a family, etc.
6:00-8:00	Free Time	
8:00/9:00	Bedtime	

***** <u>All resources are Linked in 2nd Grade Distance Learning Plan</u> *****

Plan for Daily Interactions:
- Teachers will post a daily morning message greeting to their CP course on Schoology.
- Teachers will post a daily schedule and activities students can engage in online on Schoology.
- Teachers will post videos to help students through their packet materials daily on Schoology.
- All teachers are available by email and phone to answer parent's questions or concerns.
- Teachers will contact students through their families to check in.

Week 1 Pacing (April 6th - 10th)		
Subject	**Standards Addressed**	**Objective and Method of Instruction/Student Work**
Reading	2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details.	**Bend 1: FICTION-Asking and Answering Questions**

Objective	Resources	Student Work
Bend 1 Day 1: I can identify key details of a story by asking THICK questions as I read.	-Asking questions **Anchor chart** -Thick vs. Thin **bookmarks** -Thick vs. thin **graphic organizer** -Asking questions **video**: https://youtu.be/C2fWZHaNugc	1.Review the anchor chart/PPT slides on thick vs. thin questioning at the beginning of your packet 2.Read your choice of passage, book on Raz-kids, or book at home (see log-in page for username/password) 3.Student uses questioning strategy during reading to record thick vs. thin questions on their graphic organizer 4.Log onto **see-saw (see student log-in page for username/password)** 5. **Look at the picture of piggie and elephant**: Record 2 or more THICK questions you have about the photo. 6. Read/respond to your friends' questions if you like!
Bend 1 Day 2: I can ask questions before, during, and after I read to help me better understand the key	-asking and answering questions **graphic organizer** (before, during, after) -Reading passage choice to use if wanted/needed: **"The marathon"**	1.Students will create questions about their text of choice (passage, book, raz-kids book) 2. Students will record questions on their graphic organizer about a chosen story: -Before reading -During reading

				-After reading 3. Students will try and record the **answer** to their questions on their graphic organizer when they finish reading.
	Bend 1 Day 3: I can ask and answer questions about the key details of a story.	-asking and answering questions **graphic organizer (Who, what, where, when why, how)--ask and answer)** -Reading passage choice to use if wanted/needed: "The Field Trip"	1.Students will read a passage, book of choice, or on raz kids 2.Students will use their "answering questions" graphic organizer to record questions about their specific story, and then answer the questions using **evidence** from the text. "I know_____ because_____ on page____"
	Bend 1 Day 4: -I can respond to questions about the key details of a reading passage. -I can ask THICK questions about the reading passage on my graphic organizer.	-Answering questions graphic organizer (who, what, where, when, why how) - Reading passage choice to use: "The Gingerbread Boy"	1. Read passage, book of choice, or raz-kids story 2. Answer questions following the story with reasons using linking words like "because…" 3. Using the passage or other stories, record questions on your graphic organizer while you read. 4. Try to answer your questions with evidence after " I know ____because_____on page _____"

Phonics	2.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words, including high frequency words.	Sight word packet and word family poems daily Lalio app

Writing	2.6.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a	

Day	Objective	Student Work
Informative Writing Day 1	Today I want to teach you that informative writers brainstorm topics to write about.	Brainstorm: to think about ideas To do: on the sheet of paper labeled "Day 1", brainstorm some topics you might like to write about!

	concluding statement or section	Informative Writing Day 2	Today I want to teach you informative writers "try out" the topics that they brainstormed by trying to write what they know.	Pick a topic to write about. If you can only think of 1 or 2 sentences to write about then you may need to pick a different topic to "try out". Use worksheets labeled "Day 2".
		Informative Writing Day 3	Today I want to teach you informative writers choose a topic they know the most about and brainstorm headings and 3 details to go with it.	To do: Pick your topic that you know most about. Use the worksheet labeled "Day 3" to brainstorm heading ideas and 3 details that go with the heading.
		Informative Writing Day 4	Today I want to teach you after informative writers break up their ideas into headings they begin to write their first chapter/heading.	To do: Use your "Day 3" planning sheet to turn all 3 of your details for "Heading 1" into full sentences.
		Informative Writing Day 5	Today I want to teach you that informative writers add a topic sentence at the beginning of their paper that introduces the details. The topic sentence is before the details.	==Topic sentence:== a topic sentence sums up the whole page and tells the reader what the whole page will be about. It is NOT a detail/fact. Example: Heading: Kinds of Dogs Topic sentence: There are many different kinds of dogs in the word. Detail 1: There are Cocker Spaniels and German Shepherds. To do: Rewrite "Heading 1" and include a topic sentence before your details.

Math	2.1.1.3 Find 10 more or 10 less than any given three-digit number. Find 100 more or 100 less than any given three-digit number. 2.1.2.4 Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences				

Unit 1: Adding and subtracting 3 digit Numbers (Days 1-14 of closure)

Day	Topic	Pages in Packet	Extra Materials
Day 1	Adding 10 more 100 more	Pg. 586/pg. 587 of math book.	Anchor Chart ==Video:adding 3 digit numbers==
Day 2	Adding with base ten blocks	Pg. 610 and 611 of the math book and extra practice page.	
Day 3	Adding on number line	Pg. 592 and 593 of the math book.	
Day 4	Adding using any strategy	Pg. 598 and 599 of the math book.	
Day 5	Extra practice with 3 digit adding	2 extended practice pages.	

Week 2 Pacing (April 13th - 17th)

Subject	Standards Addressed	Objective and Method of Instruction/Student Work		
Reading	2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details.	**Bend 1: FICTION-Asking and Answering Questions**		

Objective	Resources	Student Work
Bend 1 Day 6: I can respond to questions about the story "Wrapping Presents" -I can write THICK questions while I read to keep track of my story, and respond to the questions on my graphic organizer (see-saw or paper on passage).	**-Choice 1:** Reading passage you may choose to use: "Wrapping Presents" (respond to questions and write questions on the back of the paper) **-Choice 2: See-Saw activity** Record your questions you come up with on the graphic organizer after reading "Wrapping Presents" or another story of choice	1. Use your thick and thin bookmark while you read a story of your choice 2. While you are reading, stop and jot THICK questions onto your graphic organizer. Record the page you ask the question about 3. Try and answer your questions as you go-or at the END of the story! Explain the evidence from the text that helped you know (record page number) 4. If reading the short passage "wrapping presents," answer the questions following the story. Then, on the back of the paper, record THICK questions you are still wondering about "wrapping presents." Use questions words: **who, what, where, when, why, how**
Bend 1 Day 7: I can ask thick and thin questions while I read non-fiction and fiction stories.. -I can type my thick and thin questions onto my graphic organizer on See-Saw	**Scholastic Reading lesson** Go to: https://classroommagazines.scholastic.com/support/learnathome.html Grades 1 & 2 **Week 1, Day 1:** Animal studies-Spider -alternative choice: graphic organizer day 7, book of choice.	1. Read the Scholastic stories online and complete the activities ! 2. On See-Saw, Record questions you have while listening and reading the stories on the THICK/THIN graphic organizer: 3. Respond to your friends' questions if you want! 4. If no access to See-Saw or scholastic.com, pick your story of choice and record questions while you read, answer, and page number on Day 7 graphic organizer with the story of your choice
Bend 1 Day 8: I can ask thick and thin questions while I read non-fiction and fiction stories. -I can type my thick and thin questions onto my graphic organizer on See-Saw	**Scholastic Reading lesson** Go to: https://classroommagazines.scholastic.com/support/learnathome.html Grades 1 & 2 **Week 1, Day 2:** Earth science- Weather -alternative choice: graphic organizer day 8, book of choice.	1. Read the Scholastic stories online and complete the activities ! 2. On See-Saw, Record questions you have while listening and reading the stories on the THICK/THIN graphic organizer: 3. Respond to your friends' questions if you want! 4. If no access to See-Saw or scholastic.com, pick your story of choice and record questions while you read, answer, and page number on Day 7 graphic organizer with the story of your choice
Bend 1 Day 9: I can answer questions and ask questions about "Indoor Recess." I can ask questions about "The Snowy Day" on See-Saw	- "Indoor Recess" short reading passage - Other choice: "The Snowy Day" activity on See-Saw - Search: The Snowy Day Read Aloud on Youtube	1. Choose to read Indoor Recess (packet) or listen to "The Snowy Day" read aloud on youtube. 2. Respond to the Indoor recess questions in the packet and record your own questions you are still wondering on the back OR… 3. Complete the See-saw activity for "The snowy day" asking questions you are still wondering about the story.

		Bend 1 Day 10: Asking and answering questions	-See-Saw read aloud and activity **mini assessment:** (Whistle for Willie story) ● If this is not accessible, Read " The Smallest One" passage. Ask and answer questions while you read on the graphic organizer. Then respond to the comprehension questions at the end of the passage.	1.Listen to the story "Whistle for Willie) 2. While you are reading, think about THICK questions you have about the story 3. Use the T to record your QUESTIONS you have while you are reading. Use question words: who, what, where, when, why and how to record THICK questions

Phonics	2.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words, including high frequency words.	Sight word packet and word family poems daily Lalio app

Writing

2.6.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section

Day	Objective	Student Work
Informative Writing Day 6	Today I want to teach you informative writers keep working on their first drafts and include: 1 more heading page with: A topic sentence 3 facts	To do: Use your planning sheet from "Day 3" to write Heading 2, topic sentence, and 3 details/facts.
Informative Writing Day 7	Today I want to teach you informative writers keep working on their first drafts and include: 1 more heading page with: A topic sentence 3 facts	To do: Use your planning sheet from "Day 3" and worksheet labled Day to write Heading 3, topic sentence, and 3 details/facts
Informative Writing Day 8	Today I want to teach you that informative writers use text features in their writing to help the reader understand the topic. One of these features is a diagram.	Diagram: A drawing that gives the reader more information by using abels.

		Informative Writing Day 9	Today I want to teach you that informative writers can add bold words. ==Bold Words==: important words that will tell the reader what they mean in the glossary. Write in bold words that an expert would use.	To do: Add to your writing pages important words that teach the reader. Make sure to make the words big and dark! You can rewrite your pages to fit them in.
		Informative Writing Day 10	Today I want to teach you informative writers add a ==glossary== to the back of their writing to define the bold words. ==Glossary:== includes bold words and tells the reader what they mean.	To do: fill out the glossary page for the bold words you came up with and that you wrote in your pages.

Math	2.1.1.3 Find 10 more or 10 less than any given three-digit number. Find 100 more or 100 less than any given three-digit number. 2.1.2.4 Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences	Unit 1: Adding and subtracting 3 digit Numbers (Days 1-14 of closure)

Day	Topic	Pages in Packet	Extra Materials
Day 6	Subtracting 10 less, 100 less	Pg. 638 and 639 of the math book.	Anchor Chart ==Video: subtracting 3 digit numbers==
Day 7	Subtracting using base ten blocks	Pg. 662 and 663 of the math book and extra practice page.	
Day 8	Subtracting on number line	Pg. 650 and 651 of the math book and an extra practice page "3 digit subtraction with Regrouping"	
Day 9	Subtracting using any strategy	Pg. 656 and 657 of the math book and an extra practice page.	
Day 10	Extra practice subtracting 3 digit numbers	2 extra practice pages. "Three digit subtraction" and "3 digit subtraction with regrouping."	

Week 3 Pacing (April 20th - 24th)		
Subject	**Standards Addressed**	**Objective and Method of Instruction/Student Work**
Reading	2.2.2.2 Identify the main topic of a multiparagraph text	Bend 2: NONFICTION- Main Topic

Objective	Resources	Student Work

		Bend 1 Day 1: I can identify what a main topic is by looking at pictures.	Brainpop video-main idea Login: hmongacademy Password: hmongacademy651 Anchor charts Name That Main Idea	Students will watch the brainpop video to explain main idea and how to look for it in a text. Use the anchor charts to help guide learning. Students will look at the pictures to determine the main idea and write it in the center of the circles.
	as well as the focus of specific paragraphs within the text.	Bend 2 Day 2: I can read a paragraph and identify what doesn't belong and write down the main idea.	Main Idea-Find What Doesn't Belong	Students will read the 4 passages and cross off the sentence that doesn't belong. Then students will add a sentence on the back stating the main idea.
		Bend 2 Day 3: I can identify the main idea.	Taking Good Care of a dog & What's the Main Idea?	On the first page (Taking good care of a dog), students will think of details that support the main idea. On the second page (What's the main idea?), students will determine the main idea and add 4 more details to support it.
		Bend 2 Day 4: I can identify the main idea and supporting details.	Cut and Paste	Students will read the passages and match the main idea to each passage. Do not cut it out, just add the number to the top of the paragraph. Students will add an extra detail to the paragraphs.
		Bend 2 Day 5: I can identify the main idea and supporting details.	The Wonders of Water	Students will read the passage and answer the main idea and supporting details.
Phonics	2.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words, including high frequency words.	Sight word packet and word family poems daily Lalio app		

Writing

2.6.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and

Day	Objective	Student Work
Informative Writing Day 11	Today I want to teach you that informative writers include a ==table of contents.==	To do: Look back at your heading in your book (Heading 1, Heading 2, Heading 3) and write them in the table of contents page.

		Table of contents: lists the headings (chapters) in your book.	
	Informative Writing Day 12	Today I want to teach you information writers add an introduction page at the beginning of their book as the page that comes before their Heading 1. An introduction page tells the readers what will be inside their book and WHY you wrote it.	To do: Look at the checklist for "What Makes a Good Introduction Page" and write sentences on the page labeled introduction on the top for Day 12
	Informative Writing Day 13	Today I want to teach you that good writers use a checklist to make their writing the best it can be.	To do: You will look at the checklist for Day 13 and choose one thing to work on. Then, record it on your goal sheet
	Informative Writing Day 14	Today I want to teach you that good writers use a checklist to make their writing the best it can be.	To do: You will look at the checklist for Day 14 and choose one thing to work on. Then, record it on your goal sheet.

	Informative writing Day 15	Today you will put your whole book together!
		
		Your final draft in this order:
		    1. Title page
		    2. Table of contents
		    3. Introduction page
		    4. Heading 1 -final draft
		    5. Heading 2 - final draft
		    6. Heading 3- final draft
		    7. Glossary
		    8. About the author page	

Math	2.1.1.3 Find 10 more or 10 less than any given three-digit number. Find 100 more or 100 less than any given three-digit number. 2.1.2.4 Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and	[Unit 1: Adding and subtracting 3 digit Numbers (Days 1-14 of closure)](#) [Unit 2: Measuring (Days 15 -20 of closure)](#)

Day	Topic	Pages in Packet	Extra Materials
Day 11	Practice adding or subtracting	Three pages of three digit addition and subtraction practice pages. "3 digit subtraction with Regrouping," nameless heart border practice page, and "To Regroup or not to Regroup? That is the Question"	
Day 12	Practice adding or subtracting	Two practice pages. "Solve these addition and subtraction problems" heart border practice page, and "3 digit subtraction with Regrouping"	

		Day 13	Word problems 3 digit adding or subtracting	Two practice pages of addition and subtraction word problems.	CUBES Anchor Chart <mark>Video:Word Problems</mark>
	differences 2.3.2.1 Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object. 2.3.2.2. Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.	Day 14	Word problems 3 digit adding or subtracting	Two practice pages of addition and subtraction word problems.	
		Day 15 ***New Topic***	How to measure Estimating/ Measuring to nearest inch	"Estimating and measuring" wk "Measuring with a ruler" wk	Anchor Chart Paper Ruler <mark>Video: "How to use a ruler</mark> <mark>*Brainpop</mark>

Week 4 Pacing (April 27th - May 1st)		
Subject	**Standards Addressed**	**Objective and Method of Instruction/Student Work**
Reading	2.2.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Bend 2: NONFICTION- Main Topic

Objective	Resources	Student Work
Bend 2 Day 6: I can identify the main idea and supporting details.	Preventing Cavities	Students will read the passage and answer the main idea and supporting details.
Bend 2 Day: 7 I can identify the main idea after reading a paragraph.	Main Idea Multiple Choice	Students will read the passages and answer the multiple choice questions.
Bend 2 Day 8: I can answer comprehension questions.	Emperor Penguins	Students will read the passage and answer comprehension questions
Bend 2 Day 9: I can identify the main idea and supporting details in a text.	Finding the Main Idea	Students will record important details on a graphic organizer and identify the main topic of their nonfiction book

		Bend 2 Day10: I can identify the main idea and supporting details in a text.	Finding the Main Idea	Students will record important details on a graphic organizer and identify the main topic of their nonfiction book

Phonics	2.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words, including high frequency words.	Sight word packet and word family poems daily Lalio app

Writing	2.6.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	

Day	**Objective**	**Student Work**
Opinion Writing Day 1	Today I want to teach you that writers brainstorm what they know about a topic before they make an opinion. Brainstorm: to think of ideas Opinion: how you feel about something (good or bad, the best or the worst)	To Do: 1. Brainstorm a list of what you know about cats and dogs. Use the word bank for ideas! 2. Use your brainstorm to help you sort your brainstorm notes into your positive opinions and negative opinions for each animal.
Opinion Writing Day 2	Today I want to teach you that writers give reasons for why they have their opinion. This helps explain your ideas - maybe you will change someone's mind!	To Do: 1. Use your brainstorm from yesterday to decide which is better: cats or dogs? 2. List your reasons in <u>full sentences</u>.
Opinion Writing Day 3	Today I want to teach you that writers put their ideas into paragraphs when they explain their opinions. They also make comparisons to show why one thing is better than the other. Paragraph: a group of several sentences that are all about one idea. Comparisons: explaining how two different things are similar and different (in this case, better or worse).	To Do: 1. Use your outline of 3 reasons from yesterday to turn your opinion into a paragraph! <u>Use full sentences.</u> 2. Use the checklist for things to include in your paragraph. Make sure to use the sentence starters!

	Opinion Writing Day 4	Today I want to teach you that writers rewrite and set goals to make their writing even better - this will help you be more persuasive!
		
		==Rewrite==: write again
		==Persuasive==: changing someone's mind to agree with you
			To do:
			1. Read the model of an opinion paragraph.
			2. Set a goal for what you want to improve before you rewrite your opinion paragraph.
			   a. Example: My goal is <u>to make more connections</u> because <u>examples make my opinion more interesting for the reader.</u>
			   b. Example: My goal is <u>to check my spelling and handwriting</u> because <u>I want the reader to understand my ideas so they agree with me.</u>
			3. Rewrite your persuasive paragraph!
			4. Complete the checklist to make sure you remembered to do everything in an opinion paragraph.

	Opinion Writing Day 5	Today you will write an opinion paragraph about a topic of your choice!	To do:
			1. Brainstorm what you like and don't like about two topics. Pick any two things that you can compare!
			   a. Example: video games and board games
			   b. Example: art or science
			   c. Example: Hmong New Year or 4th of July
			2. List your reasons on the next page in full sentences.
			3. Write your paragraph!

Math — 2.3.2.1 Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.
2.3.2.2. Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.

Unit 2: Measuring (Days 15 -20 of closure)

Day	Topic	Pages in Packet	Extra Materials
Day 16	Measuring with inches	"Measuring in inches" wk "Measuring inches" wk	
Day 17	Measuring with inches and feet	"Measuring inches" in zoo wk "Measuring in inches and feet" wk	
Day 18	Measuring with inches and feet	"Reading a tape measure" wk "Items around the house" wk	
Day 19	Comparing units of measurement (inches, feet and yards)	"What unit of measure would you use?" wk "Estimating distance" wk	Anchor Chart
Day 20	Comparing units of measurement (inches, feet and yards)	"What unit of measuring" wk "Let's measure" wk	