

Grade: 2

School: Tiogue

Plan Duration: __10__ Days (10 School Day Maximum)

Elementary Distance Learning Plan - Daily Lesson Plans

Dear Coventry Elementary Families,

Distance learning plans are developed to mitigate learning loss for an extended amount of time. The plan you will find below was written by your child’s teachers and reviewed by us. We have presented you with 2 options. Given that we do not know if all of our students have access to the computer, we have created paper based and computer based plans. Option 1 is usually the preferred method by the teacher. However, option 2 is either the same with the option being paper or electronic or with some changes but still addressing the same goals. Not all grades and subjects have two options. Feel free to decide which option your child will do. You can switch back and forth between the two options. Student work done on the computer will be easier for teachers to see quickly and score. Work that is paper based will need to be put in the drop box at school. The box will be available in front of the school door from Friday (3/27) until further notice. You can place your child’s work back in the envelope it came in and deposit it in the box. Teachers will periodically pick up the work and correct it.

Teachers will have office hours. These hours are detailed below for each teacher. Please send the teacher a phone number he/she can call you at or the questions you have and then a response will follow in the order they receive the requests. These requests could range from explanations, assistance with problems, extra help or clarifications. When a teacher calls you it may show as a “blocked call”. Feel free to reach out to them whenever you need it.

Finally, this is uncharted waters. The teachers worked very hard to provide comprehensive and rigorous lesson plans given the short amount of time. It is our first attempt and we will learn from this process. Please check your emails for more information if we need to extend the distance learning plans. We will be looking for your feedback and preferences. It is imperative that all of our students participate in this work. These days are intended to be “distance learning school days” and the work will count towards proficiency evaluations. Thank you for your patience as we navigate these new situations.

Take care everyone!

Mrs. Anzalone, Mrs. Mandese, Mrs. Bogden, Mr. Giusti, Mrs. Tancrelle, Mrs. Jacquard

Teacher: Ms. Costa Room: 17 Grade: 2	Teacher: Mrs. Horgan Room: 19 Grade: 2	Teacher: Mrs. Gallagher Room: 18 Grade: 2
Available from: 9-12 and 1-3 Email: costadonna@coventryschools.net	Available from: 9-12 and 1-3 Email: horganann@coventryschools.net	Available from: 9-12 and 1-3 Email: gallaghermartha@coventryschools.net

Intent: Plan is designed so that students do not fall significantly behind during the period away from school. Activities are interactive and students should complete assignments, but not necessarily in the

presence of an adult. The goal is to ensure academic progress in the core academic areas. The sample home schedule will show you an example of a predictable day (next page).

- **Responsibility of the parent/guardian:** Have a designated school work time in a space that is free of distraction. Have the student ready for instruction at the time designated as academic time and make every effort to complete school assignments. Notify teachers of difficulty and or concerns by email. Make sure you send your phone number. The teacher will respond in the order that they receive the requests.
- **Responsibility of the students:** To do the work provided by their teachers to the best of their ability.
- **Daily Structure:** Many families have asked what the days at home should look like. A predictable day will help students stay on track and feel secure. The plans from teachers are put together using the daily sample set-up shown below to help provide a routine to multiple learning days with family at home. **Of course this schedule is just a suggestion.** We do recommend some type of schedule so students know what their role is during a distant learning day.

Sample Home Schedule

Before 9:00am	Wake up - Eat your breakfast, make your bed, get dressed, put your PJs in the laundry
9:00-9:30	Morning Exercise - Phys. Ed activity, yoga, walk the dog
9:30-11:00	Academic Time - Work on daily lessons
11:00-12:00	Creative Time - Art or music activity, cook or bake, outside play, legos or building activity
12:00-12:30	Lunch
12:30-1:00	Intervention or Chore Time - If your child has reading, math, speech, OT or other related services. This time can be used for time to do the supplemental service provider work or as chores such as; Wiping down tables, door knobs, desk tops, cleaning up bedroom, etc.
1:00-2:00	Quiet Time - Library activity, puzzles, independent reading, nap
2:00-3:30	Academic Time - work on daily lessons
3:30-5:00	Afternoon fresh air - bikes, walk, play outside
5:00-6:00	Dinner
6:00-8:00	Free TV time/electronics (showers)
8:00	Bed (parents need free time too)

Student Name: _____

Daily Lesson Plans from your teacher(s):

Date: **Monday, March 23, 2020**

	Option 1	Option 2
ELA/SS Reading L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts	Objective: Acquire and use vocabulary Assignment: Study the vocabulary words on pp. 206-207 of your Journeys text. Choose 3 of the words and write a sentence for each. Special directions:	Objective: Acquire and use vocabulary Assignment: Study the vocabulary words on pp. 206-207 of your Journeys text. Choose 3 of the words and write a sentence for each.
Phonics/sight words/grammar /fluency	Objective: Identifying nouns Assignment: Review Nouns by completing Playful Penguins worksheet in packet Special directions:	Assignment: Review Nouns by completing Playful Penguins worksheet in packet
RI.2.3 Writing	Objective: Make a prediction Assignment: Read p. 209 of your Journeys text "Animal Development". Special directions: Write at least 3 sentences to predict what you will learn when you read "Penguin Chick". You can create a new google doc to type your response and share it with your teacher.	

	<p>(Use the share link in the top right corner of your google doc.)</p> <p>Directions for creating a google doc: https://edu.gcfglobal.org/en/goglespreadsheets/creating-google-docs/1/</p>	
<p>Math</p>	<p><u>Objective:</u> http://www.corestandards.org/Math/Content/2/MD/C/8/ Find the total value of a group of pennies, dimes, and nickels</p> <p><u>Assignment:</u> Lesson: 7.1 Vocabulary:Penny, Nickel, Dime Children should look at both sides of coins Identify the name and value. Practice counting by 5's and 10's Do pages 467-472</p> <p><u>Special directions:</u></p>	<p><u>Assignment:</u> Lesson: 7.1 Vocabulary:Penny, Nickel, Dime Children should look at both sides of coins Identify the name and value. Practice counting by 5's and 10's Do pages 467-472</p>
<p>Science</p> <p>CCCS.ELA Literacy SL2.2, RL2.1, and RI 2.7</p>	<p><u>Objective: Understanding Quick Changes to Land: Vocabulary Development</u></p> <p><u>Assignment:</u> Go to Coventry School District home page and scroll to find Learning Tools on the left side. Click on Stemsscopes. Username is: first initial last name. Password is: science Go to assignments and follow instructions for Monday, March 23 lesson: Picture Vocabulary for</p>	<p><u>Assignment:</u> Quick Changes to Land Picture Vocabulary: Review pictures and definitions in packet labeled: Science : Monday, March 23</p>



	<p>Quick Changes to Lands</p> <p>Special directions: Read and study vocabulary words and definitions.</p>	
<p>Itinerant: Physical Ed.</p> <p>Alicia DelSanto</p> <p>delsantoalicia@coventryschools.net</p> <p>Ryan Silva</p> <p>silvaryan@coventryschools.net</p>	<p>Objective: Students will be able to perform an activity and recognize the value of physical activity.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Assignment: Fill in the log week by week with the physical activity performed.</p> <p>Special directions:</p> <p>Be creative! The exercises provided are just examples! Any movement you do add it to the log!!!</p>	<p>https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing</p> <p>Hard copy also available if needed.</p>
<p>Other:Math with Mrs. Vandervelde</p>	<p>Objective:</p> <p>Assignment:Practice counting by tens on and off the decade.</p> <p>Examples: 20,40,50,60,.... 178, 188,198,208,... 69,59,49,39,... 244,234,224, 214,... Do this orally and in written form within 1000</p>	

<p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Raz-Kids: https://www.kidsa-z.com/main/Login</p> <p>Complete all assignments for one book. Orally read the book to another person at home. If you need help, remember to click on the word for it to be read to you.</p>	
---	--	--

Date: Tuesday, March 24, 2020

	Option 1	Option 2
<p>ELA/SS Reading</p> <p>RI.2.10 read and comprehend informational text</p>	<p>Objective: Use narrative nonfiction to learn how penguins care for their chicks.</p> <p>Assignment: Preview “Penguin Chick” (Journeys pp. 210-227) by taking a picture walk. Then read the text.</p> <p>Special directions:</p>	<p>Objective: Use narrative nonfiction to learn how penguins care for their chicks.</p> <p>Assignment: Preview “Penguin Chick” (Journeys pp. 210-227) by taking a picture walk. Then read the text.</p>

<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: Identify proper nouns</p> <p>Assignment: Complete proper penguins paper in packet</p> <p>Special directions:</p>	<p>Assignment: Complete proper penguins paper in packet</p>
<p>Writing</p> <p>CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Objective: Recall information gathered from reading and being read to to answer a question</p> <p>Assignment: Use a google doc to write what you learned about penguins and how they care for their chicks. Remember to share it with your teacher.</p> <p>Special directions:</p>	<p>Assignment: Complete the “non-fiction” organizer and “A Parade of Penguins” in the work packet that was sent home on Friday, March 13.</p>
<p>Math</p>	<p>Objective:</p> <p>http://www.corestandards.org/Math/Content/2/MD/C/8/ Find the total value of a group of pennies, dimes, and nickels</p> <p>Assignment: Review value of penny, nickel and dime. Practice counting coins Do page 471-472 In Go Math</p> <p>Log on to Think central Math assignments Do 7.1 Lessons</p> <p>Special directions:</p>	<p>Assignment: Review value of penny, nickel and dime. Practice counting coins Do page 471-472 in Go Math</p> <p>Assignment: Complete Sizing up penguins in work packet</p>
<p>Science</p>	<p>Objective: Understanding Quick Changes to Land</p>	<p>Content Connection Video Paper: Draw some plants and</p>

<p>CCCS.ELA Literacy SL2.2, RL2.1, and RI 2.7</p>	<p>Assignment: Go to <u>STEMscopes website</u> to watch Content Connection Video -Galapagos volcanoes from <u>Quick Changes to Land</u>. Try answering the questions at the end. You may need to watch the video more than once.</p> <p>Special directions:</p>	<p>animals that live on the Galapagos Islands (giant tortoise, iguana, Galapagos penguin, and black or white mangrove shrubs).</p>
<p>Itinerant: Art</p>	<p>Objective: Grade 2 VA:Cr1.2.2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Create a flag that represents your School! • Remember to include the school mascot. • Do not forget to include: a background, lots of details, and fill up the page! <p>Below are some ideas to inspire you!</p>	<p>Directions: Use any of the following materials to complete one lesson on your usual art day each week.</p> <p>You can use:</p> <ul style="list-style-type: none"> • Any Paper: construction paper, computer paper, lined paper or any other paper large enough to draw on • Pencil (or pen if a pencil is not available) • Crayons • Markers or sharpie • Colored pencils • Any art materials available to you such as recycled objects, magazines, cardboard ,or plastic bottles!
<p>Other: Mrs. Hemendinger hemendingersarah@coventringschools.net Available for email M-F 9am-3pm</p> <p>Mrs. McKay mckayalexandria@</p>	 	<p>More ART Lessons:</p> <p>https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing</p>

coventryschools.net		
<p>Other: Math with Mrs. Vandervelde</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u> Practice 2 digit addition with place value strategy, Example: 26+35= 20+30=50 6+5=11 50+ 10+1=61 Can do this with or without regrouping.</p> <p>Special directions: Do ten problems.</p> <p><u>Take Home Book Bag</u></p> <p>Select a decodable text from your book bag. Practice reading the book to yourself softly first, making sure to read for accuracy. Next, read the book to someone else. Practice reading the story until you are ready to read it with phrasing.</p>	

Date: **Wednesday, March 25, 2020**

Option 1

Option 2

<p>ELA/SS Reading</p> <p>RI.2.10 read and comprehend informational text</p>	<p>Objective: Use informational text to learn about a topic.</p> <p>Assignment: Reread “Penguin Chick” (Journeys pp. 210-227). Read closely because you will be answering questions about the text as your writing assignment.</p> <p>Special directions:</p>	<p>Objective: Use informational text to learn about a topic.</p> <p>Assignment: Read “Emperor Penguins” pp. 232-235 of your Journeys text.</p>
<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: Build fluency with reading and writing words</p> <p>Assignment:</p> <p>Complete an activity on Spelling City or espark</p> <p>Special directions:</p>	<p>Assignment: Practice a unit in your fluency folder</p>
<p>Writing</p> <p>CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Objective: Demonstrate an understanding of text.</p> <p>Assignment: Use the text “Penguin Chick” to answer the questions in the google form. Click the link below to go to the form.</p> <p>Ms. Costa https://forms.gle/ePSWa175L8a7JWdf7</p> <p>Mrs. Gallagher https://forms.gle/qEN7iuWBwRxzT5C3A</p> <p>Mrs. Horgan https://forms.gle/vdm9F3xdPezRjR1G6</p>	<p>Assignment: Complete the “non-fiction” organizer and “A Parade of Penguins” in the work packet that was sent home on Friday, March 13.</p>

	Special directions:	
Math	<p>Objective: http://www.corestandards.org/Math/Content/2/MD/C/8/ Find the total value of a group of pennies, dimes, nickels and quarters</p> <p>Assignment: Lesson 7.2 Show your child a quarter discuss what they see Introduce value Go Math page 473 Draw 4 circles to represent quarters write 25 , 50, 75, \$1.00 practice counting Do pages 474-476 Label the top of each coin with its value then add the total at the bottom</p> <p>Special directions:</p>	<p>Assignment: Lesson 7.2 Show your child a quarter discuss what they see Introduce value Go Math page 473 Draw 4 circles to represent quarters write 25 , 50, 75, \$1.00 practice counting Do pages 474-476 Label the top of each coin with its value then add the total at the bottom</p>
<p>Science: CCCS.ELA Literacy SL2.2, RL2.1, and RI 2.7</p>	<p>Objective: <u>Understanding Quick Changes to Land</u></p> <p>Assignment: STEMscopedia from Quick Changes to Land</p> <p>Special directions: <u>Go to STEMscopes website to watch and sing along to the video. You may want to watch more than once.</u></p>	<p>Read and look at pictures on Quick Changes to Land sheets dated Wednesday, March 25 (2 pages)</p>
<p>Itinerant: Library</p>	<p>Objective:AASL V.D.3 Learners develop through experience and reflection by recognizing capabilities and</p>	

	<p>skills that can be developed, improved, and expanded.</p> <p>Assignment: Help plan dinner. Look through a cookbook and find a recipe to try. Help an adult make the recipe. You can also decorate paper to use as placemats for your family.</p> <p>Special directions: Safety first, make sure that an adult is helping with tasks like cutting and using the stove.</p> <p>Keep reading!</p>	
<p>Other:Math with Mrs. Vandervelde</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Objective:</p> <p>Assignment: Practice subtraction of 2 digit numbers with place value strategy. Example: $67-24=$ $60-20=40$ $7-4=3$ $40+3=43$</p> <p>Special directions: Do ten problems.</p> <p>Raz-Kids: https://www.kidsa-z.com/main/Login</p> <p>Complete all assignments for one book. Orally read the book to another person at home. If you need help, remember to click on the word for it to be read to you.</p>	<p>Objective:AASL V.D.3 Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p>Assignment: Help plan dinner. Use these websites and find a recipe to try:</p> <p>https://tasty.co/article/melissaharison/cooking-with-kids</p> <p>https://www.tasteofhome.com/collection/easy-recipes-for-kids-to-make-by-themselves/</p> <p>https://www.foodnetwork.com/recipes/packages/recipes-for-kids/cooking-with-kids/recipes-kids-can-make</p> <p>Help an adult make the recipe. You can also decorate paper to use as placemats for your</p>

		<p>family.</p> <p>Special directions: Safety first, make sure that an adult is helping with tasks like cutting and using the stove.</p> <p>Keep reading!</p>
--	--	--

Date: Thursday, March 26, 2020

	Option 1	Option 2
<p>ELA/SS</p> <p>Reading</p> <p>RI.2.10 read and comprehend informational text</p>	<p>Objective: Use informational text to learn about a topic.</p> <p>Assignment: Read “Emperor Penguins” pp. 232-235 of your Journeys text.</p> <p>Special directions:</p>	<p>Objective: Use informational text to learn about a topic.</p> <p>Assignment: Read “Emperor Penguins” pp. 232-235 of your Journeys text.</p>
<p>Phonics/sight words/grammar /fluency</p> <p>L.2.1e use adjectives and adverbs, and choose between them</p>	<p>Objective: Use adjectives (describing words) to describe how something looks, tastes, or smells.</p> <p>Assignment: Read about adjectives on pp. 236-237 of your journeys text. Do the “Try this” on p. 236.</p> <p>Special directions:</p>	<p>Objective: Use adjectives (describing words) to describe how something looks, tastes, or smells.</p> <p>Assignment: Read about adjectives on pp. 236-237 of your journeys text. Do the “Try this” on p. 236.</p>

<p style="text-align: center;">Writing</p> <p>CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Objective: Use adjectives to describe how penguins look.</p> <p>Assignment: Think about what you have learned about penguins. Make a list of adjectives that can be used to describe penguins.</p> <p>Special directions:</p>	<p>Objective: Use adjectives to describe how penguins look.</p> <p>Assignment: Think about what you have learned about penguins. Make a list of adjectives that can be used to describe penguins.</p>
<p>Math</p>	<p>Objective: http://www.corestandards.org/Math/Content/2/MD/C/8/ Find the total value of a group of pennies, dimes, nickels, and quarters</p> <p>Assignment: Lesson 7.2 Review value of penny, nickel, dime and quarter. Practice counting coins Do page 477-478</p> <p>Log on to Think central Math assignments Do 7.2 Lessons</p> <p>Special directions:</p>	<p>Assignment: Lesson 7.2 Review value of penny, nickel, dime and quarter. Practice counting coins Do page 477-478 Do worksheet Warming Up in Packet</p>
<p>Science CCCS.ELA Literacy SL2.2, RL2.1, and RI 2.7</p>	<p>Objective: <u>Understanding Quick Changes to Land</u></p> <p>Assignment: Science Rock-Earth's Changes from Quick Changes to Land</p> <p>Special directions:Go to STEMscopes website to watch</p>	<p>Sing the Science Rock song : Earth's Changes (2 pages - in your packet dated Thursday, March 26). You may want to sing the song more than once.</p>

	<p>and sing along to the video. You may want to watch more than once.</p>	
<p>Itinerant: Health</p> <p>Mrs. Del Santo</p> <p>delsantoalicia@coventryschools.net</p> <p>Mr. Silva</p> <p>silvaryan@coventryschools.net</p> <p>Available for emails Mon-Fri 9am-3pm</p>	<p>Objective: Students will be able to identify the importance of drinking water and the negative effects of salt on the body.</p> <p>S1.2.1 Identify that healthy behaviors impact personal health.</p> <p>Assignment: Read about the importance of drinking water and answer the questions. Read and learn all about salt! Answer the questions in the space provided.</p> <p>Special directions:</p> <p>Do your best to complete the questions by using the short article provided! If you have any questions email Mr. Silva or Mrs. DelSanto</p>	<p>https://www2.heart.org/khc-assets/g1-aha-thirsty.pdf</p> <p>https://www2.heart.org/khc-assets/g1-aha-too-much-salt.pdf</p> <p>Hard copies provided as well.</p>
<p>Other: Math with Mrs. Vandervelde</p>	<p>Objective:</p> <p>Assignment: <u>Play addition/subtraction war card game or use IXL account and continue diagnostic or recommendations.</u></p> <p>Special directions:</p>	

<p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Raz-Kids: https://www.kidsa-z.com/main/Login</p> <p>Complete all assignments for one book. Orally read the book to another person at home. If you need help, remember to click on the word for it to be read to you.</p> <p>Explain to someone what you read (What was important? What happened at the beginning, middle and end?What did you learn?)</p>	
--	--	--

Date: Friday, March 27, 2020

	Option 1	Option 2
<p>ELA/SS Reading</p> <p>RI.2.10 read and comprehend informational text</p>	<p>Objective: To assess student understanding of text</p> <p>Assignment: Log in to Thinkcentral and complete the vocabulary and story tests</p> <p>Special directions:</p>	<p>Complete paper test that can be picked up at school.</p>

<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: Build fluency with reading and writing words</p> <p>Assignment: Complete an activity on spelling city or espark</p> <p>Special directions:</p>	<p>Assignment: Practice a unit from your fluency folder</p>
<p>Writing W.2.2 write informative/ explanatory text</p>	<p>Objective: Learn about informative writing</p> <p>Assignment: Read pp. 238-239 of your Journeys text to learn about Informative writing.</p> <p>Special directions:</p>	<p>Objective: Learn about informative writing</p> <p>Assignment: Read pp. 238-239 of your Journeys text to learn about Informative writing.</p>
<p>Math</p>	<p>Objective: http://www.corestandards.org/Math/Content/2/MD/C/8/</p> <p>Order coins from greatest to least to find the total value</p> <p>Assignment: Lesson 7.3 Go Math page 479-482 Label the top of each coin with its value then add to find the total</p> <p>Special directions:</p>	<p>Assignment: Lesson 7.3 Go Math page 479-482 Label the top of each coin with its value then add to find the total</p>
<p>Science</p>	<p>Objective: Quick Changes to Land</p>	

<p>CCCS.ELA Literacy SL2.2, RL2.1, and RI 2.7</p>	<p><u>Assignment: Concept Review Game</u></p> <p><u>Special directions: Go to STEMscopes website to find Concept Review Game. Try your best to answer the questions for Key Terms and Concepts.</u></p>	<p>Assignment: Review Picture Vocabulary cards from Monday. Then review and reread Quick Changes to Land (Wednesday lesson).</p>
<p>Itinerant: Music Mrs. Di Nitto & Mr. Rosenfield dinittomaria@c oventryschools. net</p>	<p><u>Objective: MU:PR4.2.1a</u> With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music.</p> <p>Essential Question: How does understanding the structure and context of musical works inform performance?</p> <p><u>Assignment:</u> Complete the percussion section of the instrument book by reading and coloring in the instruments.</p> <p><u>Special directions:</u> Listen to “Beat of the drum for kids and family.” AND “The Boy With the Drum by David L. Harrison</p>	<p>http://www.tlsbooks.com/mymusicalinstrumentbookb.pdf</p> <p>https://www.dreamstime.com/color-number-game-kids-coloring-book-worksheet-education-painting-page-numbers-preschool-image123439434</p> <p>https://www.youtube.com/watch?v=nsQmD9sX2NM</p> <p>https://www.youtube.com/watch?v=j6o-NDQwaCc</p>
<p>Other: Math with Mrs Vandervelde</p>	<p><u>Objective:</u></p> <p><u>Assignment: Play Card game Tenner or use site below. www.gregtangmath.com Click on games and play Math Limbo or Break Apart.</u></p> <p><u>Special directions:</u></p>	

<p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p><u>Take Home Book Bag</u></p> <p>Select a decodable text from your book bag. Practice reading the book to yourself softly first, making sure to read for accuracy. Next, read the book to someone else. Practice reading the story until you are ready to read it with phrasing.</p>	
---	--	--

Daily Lesson Plans from your teacher(s):

Date: **Monday, March 30, 2020**

	Option 1	Option 2
<p>ELA/SS</p> <p>Reading</p> <p>L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p><u>Objective:</u> Acquire and use vocabulary</p> <p><u>Assignment:</u> Study the vocabulary words on pp. 10-11 of your Journeys text. Choose 3 of the words and write a sentence for each.</p> <p><u>Special directions:</u></p>	<p><u>Objective:</u> Acquire and use vocabulary</p> <p><u>Assignment:</u> Study the vocabulary words on pp. 10-11 of your Journeys text. Choose 3 of the words and write a sentence for each.</p>

<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: Build fluency with reading and writing words</p> <p>Assignment: Complete an activity on spelling city or espark</p> <p>Special directions:</p>	<p>Assignment: Practice a unit from your fluency folder</p>
<p>Writing CCSS.ELA-LITERACY. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Objective: Use writing to communicate</p> <p>Assignment: How are you doing? Email your teacher or share a google doc to let us know how you are. Tell us how you are feeling and share what you have been doing to keep busy at home.</p> <p>Special directions:</p>	<p>Objective: Use writing to communicate</p> <p>Assignment: How are you doing? Write a note to your parents. Tell them how you are feeling and share what you have been doing to keep busy at home.</p>
<p>Math</p>	<p>Objective: http://www.corestandards.org/Math/Content/2/MD/C/8/</p> <p>Assignment: Lesson 7.4 Show amounts of money in different ways Do pages 485-488</p> <p>Special directions:</p>	<p>Assignment: Lesson 7.4 Show amounts of money in different ways Do pages 485-488</p>
<p>Science CCSS.ELA -</p>	<p>Objective: Quick Changes to Land</p> <p>Assignment: Go to</p>	<p>Assignment: Do Claims-Evidence-Reasoning paper in your packet(dated Monday, March 30). Write a</p>

<p>Literacy W 2.8</p>	<p><u>STEMscopes website to find Claim - Evidence - Reasoning Assignment</u> : Write a claim and support your claim with evidence. Write in complete sentences.</p> <p><u>Special directions:</u></p>	<p>claim and support your claim with evidence. Write in complete sentences.</p>
<p>Itinerant: Physical Ed.</p> <p>Alicia DelSanto</p> <p>delsantoalicia@coventryschool.net</p> <p>Ryan Silva</p> <p>silvaryan@coventryschools.net</p>	<p><u>Objective:</u> Students will be able to perform an activity and recognize the value of physical activity.</p> <p><u>Standard 3:</u> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><u>Assignment:</u> Fill in the log week by week with the physical activity performed.</p> <p><u>Special directions:</u></p> <p>Be creative! The exercises provided are just examples! Any movement you do add it to the log!!!</p>	<p>https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing</p> <p>Hard copy also available if needed.</p>
<p>Other: Math Intervention</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p>	<p><u>Take Home Book Bag</u></p> <p>Select a decodable text from your book bag. Practice reading the book to yourself softly first, making sure to read for accuracy.</p>	

<p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Next, read the book to someone else. Practice reading the story until you are ready to read it with phrasing.</p>	
---	--	--

Date: Tuesday, March 31, 2020

	Option 1	Option 2
<p>ELA/SS Reading</p> <p>CCSS.ELA-LITERACY. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Objective: Preview the topic to strengthen understanding.</p> <p>Assignment: Preview “Mr. Tanen’s Tie Trouble” (Journeys pp. 14-35) by taking a picture walk. Then read the story.</p> <p>Special directions:</p>	<p>Objective: Preview the topic to strengthen understanding.</p> <p>Assignment: Preview “Mr. Tanen’s Tie Trouble” (Journeys pp. 14-35) by taking a picture walk. Then read the story.</p>

<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: Build fluency with reading and writing words</p> <p>Assignment: Complete an activity on spelling city or espark</p> <p>Special directions:</p>	<p>Assignment: Practice a unit from your fluency folder</p>
<p>Writing CCSS.ELA-LITERACY. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Objective: Use writing to communicate</p> <p>Assignment: How can helping others make you feel good? Email your teacher or share a google doc to answer this question.</p> <p>Special directions:</p>	<p>Objective: Use writing to communicate</p> <p>Assignment: How can helping others make you feel good? Write a note to someone to answer this question.</p>
<p>Math</p>	<p>Objective: http://www.corestandards.org/Math/Content/2/MD/C/8/</p> <p>Assignment: Lesson 7.4 Review showing amounts in different ways Do pages 489-490</p> <p>Think Central math Lesson 7.4</p> <p>Special directions:</p>	<p>Assignment: Lesson 7.4 Review showing amounts in different ways Do pages 489-490</p>
<p>Science</p>	<p>Objective: Quick Changes to</p>	<p>Assignment:</p>

<p>CCSS.ELA - Literacy W 2.8</p>	<p><u>Land</u></p> <p><u>Assignment:</u> Go to <u>STEMscopes website to find Open-Ended Response assignment.</u></p> <p><u>Special directions:</u> Study the pictures and answer the questions in complete sentences.</p>	<p>Open Ended Response Paper (in your packet dated Tuesday, March 31). Study pictures and answer questions in complete sentences.</p>
<p>Itinerant: Art</p>	<p><u>Objective:</u> Grade 2 VA:Cr2.1.2 Experiment with various materials and tools to explore personal interests in a work of art or design.</p> <p><u>Assignment:</u> Pretend your family has won the lottery, and you get to design your new house!</p> <ul style="list-style-type: none"> ● What will your house look like? ● How many rooms will there be? ● What will the rooms be used for? ● Draw your new house and include: a background, lots of details, and fill up the page! ● You could even create a collage or 3D model of your new house using recycled objects at home! <p>Below are some ideas to inspire you!</p>	<p><u>Directions:</u>Use any of the following materials to complete one lesson on your usual art day each week. Be sure to spend 42 minutes on each lesson.</p> <p>You can use:</p> <ul style="list-style-type: none"> ● Any Paper: construction paper, computer paper, lined paper or any other paper large enough to draw on ● Pencil (or pen if a pencil is not available) ● Crayons ● Markers or sharpie ● Colored pencils ● Any art materials available to you such as recycled objects, magazines, cardboard ,or plastic bottles!

Other:

Mrs. Hemendinger
hemendingersarah@coventryschools.net

Available for email
M-F
9am-3pm

Mrs. McKay
mckayalexandria@coventryschools.net

Interventionist:

Reading
Intervention:
Mrs. Lukowicz
Please contact:
lukowiczlisa@coventryschools.net

Mrs. Toohey Kaye
Please contact
tooheykayesusan@coventryschools.net



More ART Lessons:

https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing

Raz-Kids:

<https://www.kidsa-z.com/main/Login>

Complete all assignments for one book. Orally read the book to another person at home. If you need help, remember to click on the word for it to be read to you.

Date: Wednesday, April 1, 2020

Option 1

Option 2

<p>ELA/SS Reading</p> <p>CCSS.ELA-LITERACY. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Objective: Read and understand fiction.</p> <p>Assignment: Read “Mr. Tanen’s Tie Trouble” (Journeys pp. 14-35)</p> <p>Special directions:</p>	<p>Objective: Read and understand fiction.</p> <p>Assignment: Read “Mr. Tanen’s Tie Trouble” (Journeys pp. 14-35)</p>
<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: Build fluency with reading and writing words</p> <p>Assignment: Complete an activity on spelling city or espark</p> <p>Special directions:</p>	<p>Assignment: Practice a unit from your fluency folder</p>
<p>Writing</p>	<p>Objective: http://www.corestandards.org/ ELA-Literacy/RI/2/1/ Demonstrate an understanding of key details in a text</p> <p>Assignment: Use the Book Report form in your work packet to write about “Mr. Tanen’s Tie Trouble”.</p> <p>Special directions:</p>	<p>Assignment: Use the Book Report form in your work packet to write about “Mr. Tanen’s Tie Trouble”.</p>
<p>Math</p>	<p>Objective: http://www.corestandards.org/</p>	

	<p><u>Math/Content/2/MD/C/8/</u> Use different coins to represent one dollar</p> <p>Assignment: Lesson 7.5 Vocabulary : Dollar sign Decimal point Go Math do pages 492-494</p> <p>Special directions:</p>	<p>Assignment: Lesson 7.5 Vocabulary : Dollar sign Decimal point Go Math do pages 492-494</p>
<p>Science: K-2 ETS1-1</p>	<p>Objective:<u>Quick Changes to Land</u></p> <p>Assignment: <u>Go to STEMscopes website to find Multiple Choice Assessment for Quick Changes to Land</u></p> <p>Special directions: <u>Read carefully and answer the questions.</u></p>	<p>Assignment: Do Multiple Choice Science Test (dated Wednesday, April 1) in your packet.</p>
<p>Itinerant: Library/Media Ms. Wolk <u>wolkesther@coventryschools.net</u> Available for emails M-F 9am-3pm</p>	<p>Objective:AASL V.D.3 Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p>Assignment: Help plan dinner. Look through a cookbook and find a recipe to try. Help an adult</p>	<p>Objective:AASL V.D.3 Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p>Assignment: Help plan dinner. Use these websites and find a recipe to try:</p>

	<p>make the recipe. You can also decorate paper to use as placemats for your family.</p> <p>Special directions: Safety first, make sure that an adult is helping with tasks like cutting and using the stove.</p> <p>Keep reading!</p>	<p>https://tasty.co/article/melissaharrison/cooking-with-kids</p> <p>https://www.tasteofhome.com/collect/easy-recipes-for-kids-to-make-by-themselves/</p> <p>https://www.foodnetwork.com/recipes/packages/recipes-for-kids/cooking-with-kids/recipes-kids-can-make</p> <p>Help an adult make the recipe. You can also decorate paper to use as placemats for your family.</p> <p>Special directions: Safety first, make sure that an adult is helping with tasks like cutting and using the stove.</p> <p>Keep reading!</p>
<p>Other: Math Intervention:</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p><u>Take Home Book Bag</u></p> <p>Select a decodable text from your book bag. Practice reading the book to yourself softly first, making sure to read for accuracy. Next, read the book to someone else. Practice reading the story until you are ready to read it with phrasing.</p>	<p>Option: Using your Foundations Fluency Packet in your Book Bag, select Unit 8, Review sounds, real and nonsense words, trick words and phrases</p> <p>★ Once you've practiced these pages, select the real</p>

		or nonsense words page and practice reading fluently by setting a timer for 30 seconds.
--	--	---

Date: Thursday, April 2, 2020

	Option 1	Option 2
<p>ELA/SS</p> <p>Reading</p> <p>RI.2.10 read and comprehend informational text</p> <p>RI.2.7 use information from illustrations and words to demonstrate understanding</p>	<p>Objective: Understand informational text</p> <p>Assignment: Read “The Jefferson Daily News” pp. 40-43 of your Journeys text.</p> <p>Special directions:</p>	<p>Objective: Understand informational text</p> <p>Assignment: Read “The Jefferson Daily News” pp. 40-43 of your Journeys text.</p>
<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: Build fluency with reading and writing words</p> <p>Assignment: Complete an activity on spelling city or espark</p> <p>Special directions:</p>	<p>Assignment: Practice a unit from your fluency folder</p>

<p style="text-align: right;">Writing</p> <p>W.2.1 Write opinion pieces</p>	<p>http://www.corestandards.org/ELA-Literacy/W/2/1/</p> <p>Objective: Write to express an opinion.</p> <p>Assignment: Which of Mr. Tanen’s ties do you like best? Write a few sentences describing the tie you like and why you like it.</p> <p>Special directions:</p>	<p>Objective: Write to express an opinion.</p> <p>Assignment: Which of Mr. Tanen’s ties do you like best? Write a few sentences describing the tie you like and why you like it.</p>
<p>Math</p>	<p>Objective: http://www.corestandards.org/Math/Content/2/MD/C/8/</p> <p>Use different coins to represent one dollar</p> <p>Assignment: Lesson 7.5 Review representing one dollar using coins Do pages 495-496 Think Central Math lessons 7.5</p> <p>Special directions:</p>	<p>Assignment: Lesson 7.5 Review representing one dollar using coins Do pages 495-496</p> <p>Grab handfuls of coins and practice counting</p>
<p>Science K-2 ETS1 - 1</p>	<p>Objective: <u>Quick Changes to Land</u></p> <p>Assignment: Go to STEMscopes website to find Concept Attainment Quiz for Quick Changes to Land</p> <p>Special directions: Read questions carefully and choose the best answer.</p>	<p>Assignment: Do Concept Attainment Quiz (in your packet dated Thursday, April 2)</p>

<p>Itinerant: Health</p> <p>Mrs. Del Santo</p> <p>delsantoalicia@coventryschools.net</p> <p>Mr. Silva</p> <p>silvaryan@coventryschools.net</p> <p>Available for emails Mon-Fri 9am-3pm</p>	<p>Objective: Students will be able to identify various foods by cutting and pasting in the correct food group.</p> <p>Assignment: 1. Use the article provided on the food groups. Read the passages to better understand the food groups.</p> <p>2. On the back, write the names of the food group by copying the words from the breakfast example, onto Lunch and dinner.</p> <p>3. Copy and paste the foods from the bottom of the page and place them into the correct food group.</p> <p>Special directions:</p> <p>Be creative! If you do not have</p>	<p>https://drive.google.com/file/d/15hBN9Zxmof5NIUmSAVq52wd16iRlpCsZ/view?usp=sharing</p> <p>Hard copy also available</p>

	<p>glue or tape, feel free to draw the different foods for each food group!</p>	
<p>Other: Math Intervention:</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Raz-Kids: https://www.kidsa-z.com/main/Login</p> <p>Complete all assignments for one book. Orally read the book to another person at home. If you need help, remember to click on the word for it to be read to you.</p> <p>Tell someone 3 important details from your story/text.</p>	

Date: Friday, April 3, 2020

Option 1

Option 2

<p>ELA/SS</p> <p>Reading</p> <p>CCSS.ELA-LITERACY. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Objective: To assess student understanding of text</p> <p>Assignment: Log in to Thinkcentral and complete the vocabulary and story tests</p>	<p>Complete paper copy of test.</p>
<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: Build fluency with reading and writing words</p> <p>Assignment: Complete an activity on spelling city or espark</p> <p>Special directions:</p>	<p>Assignment: Practice a unit from your fluency folder</p>
<p>Writing</p>	<p>Objective:</p> <p>Assignment:</p> <p>Special directions:</p>	
<p>Math</p>	<p>Objective: http://www.corestandards.org/ Math/Content/2/MD/C/8/ Represent money amounts Greater than one dollar</p>	<p>Assignment: Lesson 7.6 Do pages 498-500 Remember to write dollar sign and decimal point</p>

	<p>Assignment: Lesson 7.6 Do pages 498-500 Remember to write dollar sign and decimal point</p> <p>Special directions:</p>	
<p>Science CCCS.ELA - Literacy. SL 2.2 and RL 2.3</p>	<p>Objective:Quick Changes to Land</p> <p>Assignment: Go to STEMscopes website to find Reading Science A - The Cornfield Volcano</p> <p>Special directions: Read the story and answer the questions.</p>	<p>Read The Cornfield Volcano (in your packet dated Friday, April 3). Answer the questions after you have read the story.</p>
<p>Itinerant: Music Mrs. Di Nitto dinittomaria@c oventryschools. net</p>	<p>Objective: MU:Cr1.1.Ka With guidance, explore and experience music concepts such as beat.</p> <p>Essential Question: How do musicians generate creative ideas?</p> <p>Assignment: Listen and watch video starting at 6 minutes and end the lesson at 10:10. Then students can complete the activity sheet.</p> <p>Special directions: If youtube is not available just complete the worksheet.</p>	<p>https://www.makingmusicfun.net/pdf/worksheets/color-that-note-treble-clef-g-position.pdf</p> <p>https://www.youtube.com/watch?v=z9WAvSPjHmY</p>
<p>Other: Math Intervention</p>		

<p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p><u>Take Home Book Bag</u></p> <p>Select a decodable text from your book bag. Practice reading the book to yourself softly first, making sure to read for accuracy. Next, read the book to someone else. Practice reading the story/text until you are ready to read it with phrasing.</p> <p>In three sentences, summarize what you read.</p>	
--	---	--