

# DISTANCE LEARNING WEEKLY PLANNER

**Teacher: Hilda Martinez**

**Week of: 8/31/20–9/4/20**

**Grade: 2**

**Focus: Reading Comprehension**

THIS WEEK'S LEARNING TARGETS/INTENTIONS	TASKS/ASSESSMENTS	SUCCESS CRITERIA
<p>I am learning...</p> <ul style="list-style-type: none"> <li>• How to ask and answer questions to demonstrate understanding.</li> <li>• To identify the main idea of a text.</li> <li>• To use text features to locate information.</li> </ul>	<ol style="list-style-type: none"> <li>1. Google Response doc for ask/answer questions re: nonfiction text</li> <li>2. Key Details Scavenger Hunt</li> <li>3. Collaborative Chart on Text Features</li> <li>4. Main Topic and Key Details Graphic Organizer</li> <li>5. Main Topic and Key Detail Written Journal Response</li> </ol>	<p>I can...</p> <ul style="list-style-type: none"> <li>• Use who, what, where, when, why, and how questions to deepen my understanding.</li> <li>• Determine the main purpose of a text using text features.</li> </ul> <p><b>*All Zooms recorded and posted on SeeSaw.</b></p> <p><b>*Daily office hours: MWF: 1pm – 2pm; T/Th: 8am – 9am</b></p> <p><b>*M–F: Math 9–10, Small Groups 10 – 11, ELA 11 – 12; Science/social studies 1:30 – 2:30.</b></p>

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Attend:</b> Zoom at 11, SEL check-in, read, discuss, graphic organizer</p> <p><b>Read:</b> National Geographic's <i>Bears</i></p> <p><b>Discuss:</b> Compare and Contrast Goldilocks and the Three Bears and Bears. (T chart)</p> <p><b>Co-Create:</b> Venn Diagram on characteristics of fiction vs. nonfiction books.</p> <p><b>Turn in:</b> Draw and label a bear; write three key details from today's book (<i>Bears</i>).</p>	<p><b>Attend:</b> Zoom at 11, norms, video, ask ?s about reindeer in google doc, shared reading (article)</p> <p><b>Read:</b> <i>Is That a Reindeer?</i> (article)</p> <p><b>Watch:</b> BrainPop video on Concept Maps</p> <p><b>Discuss:</b> Which of our reindeer questions were answered? How do we know? Find the evidence.</p> <p><b>Turn in:</b> Graphic Organizer on Key Details using nonfiction book of your choice from Raz-Kids.</p>	<p><b>Attend:</b> Zoom at 11, SEL check-in, listen, ask/answer ?s, chart</p> <p><b>Read:</b> <i>The Giant Squid</i></p> <p><b>Co-Create:</b> Anchor chart on finding the main idea of a text (nonfiction) using today's book. What are the characteristics of this book (text features)?</p> <p><b>Collaborate/Breakout:</b> Using yesterday's graphic organizer, have group members "guess" the main idea after sharing the key details of your book.</p> <p><b>Turn in:</b> Text features graphic organizer on your assigned nonfiction Raz-Kids book.</p>	<p><b>Attend:</b> Zoom at 11, Key Details scavenger hunt, read, discuss</p> <p><b>Watch:</b> YouTube video on text features</p> <p><b>Read:</b> <i>Amazing Snakes!</i></p> <p><b>Discuss:</b> How do text features help us find where key details are located?</p> <p><b>Collaborate/Breakout:</b> Find out Main Topic and Key Details for <i>Amazing Snakes!</i> by completing Scavenger Hunt sheet.</p> <p><b>Turn in:</b> Journal response on main topic and 3 key details (paragraph).</p>	<p><b>Attend:</b> Zoom at 11, Share out journal responses, Kahoot (review text features), watch, discuss.</p> <p><b>Watch:</b> Author read aloud on YouTube: <i>Amazing Mammals</i>. Fill out graphic organizer: text features, key details, and main idea hunt. Are we able to ask/answer Ws?</p> <p><b>Collaborate/Breakout:</b> Compare, contrast, and edit graphic organizer on <i>Amazing Mammals</i></p> <p><b>Family Project:</b> Make your own mammal booklet with text features, illustrations, one diagram, and at least three key details.</p>