



Remote Learning for Grade Two

Based on accessibility, students and families can choose the most appropriate remote learning plan platform. The platforms consist of learning through either the virtual model, paper-based model, or both.

Definition of Learning Models

- Virtual: a learning experience that is enhanced through the consistent use of computers, internet, and other online experiences.
- Paper-Based: a learning experience that is enhanced through the consistent use of paper-based tasks and projects that require little or no technological use.

Description of Expectations and Use of Materials and Resources

	Expectations	Materials and Resources
Virtual Model	<ul style="list-style-type: none">● Provide weekly focused lessons and activities● Facilitate daily class meetings● Hold virtual/conference call office hours for parent and student questions● Provide opportunity for students to interact around topics, skills, and activities● Offer feedback to student work, questions, and completed activities	<ul style="list-style-type: none">● Pacing Calendars● Description of Lessons and Tasks● Clever● Google Classrooms● Wonders (https://connected.mcgraw-hill.com/connected/login.do)● Zoom● i-Ready (https://login.i-ready.com/)● abcmouse.com (https://www.abcmouse.com/abt/homepage?8a08850bc2=T2906385186.1585517826.8985)● Kids A-Z (https://www.kidsa-z.com/main/Login)



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		<ul style="list-style-type: none"> • EPIC books (https://www.getepic.com/) • Zearn.org • Xtramath.org • Brainpop.com • Login information and materials
Paper-Based Model	<ul style="list-style-type: none"> • Provide daily focused tasks and activities • Provide individualized learning projects • Hold virtual/conference call office hours for parent and student questions • Offer feedback to student work, questions, and completed activities 	<ul style="list-style-type: none"> • Pacing Calendar • Daily Activities Calendar • Individualized Learning Project • Description of Lessons and Tasks • Conference Call directions and materials

Focus Skills and Standards for Virtual and Paper-Based Model

	Reading	Phonics	Writing	Math	Science	Social Studies	Resource (Art and P.E.)
Week One	<p>Focus: U5W1</p> <p>EQ: What do good citizens do?</p> <p>Strategy: Summarize</p> <p>Skill: Point of View</p>	<p>Topic: Vowel Diphthongs: ou – ow</p> <p>Standards: RF.2.3b Know spelling-sound correspondence s for additional</p>	<p>Topic: Narrative</p> <p>Standard: <u>CCSS.ELA-LITERACY.SL.2.4</u></p> <p>Tell a story or recount an experience with appropriate facts and</p>	<p>Numbers and Operation - 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and</p>	project-based learning	project-based learning	project-based learning



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	<p>Standard(s):</p> <p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>Text: Grace for President</p>	<p>common vowel teams.</p>	<p>relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>strategies based on</p> <p>place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.</p>			
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Week Two	<p>Focus: U5W2</p> <p>EQ: How do people get along?</p> <p>Strategy: Summarize</p> <p>Standard(s):</p> <p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse</p>	<p>Topic:</p> <p>Standard: Topic: Vowel Diphthongs: oy oi</p> <p>Standards: RF.2.3b Know spelling-sound correspondence s for additional common vowel teams.</p>	<p>Topic: Opinion</p> <p>Standard: <u>CCSS.ELA-LITERACY.W.2.1</u></p> <p>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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Measurement - 2.MD.1</p> <p>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes</p>	project-based learning	project-based learning	project-based learning



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	<p>cultures, and determine their central message, lesson, or moral.</p> <p>Text: Once upon a baby brother</p>						
Week Three	<p>Focus: U5W3</p> <p>EQ: What do Hero's do.</p> <p>Strategy: Summarize</p> <p>Skill: Sequence</p> <p>Standard: RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Topic: Vowel Variants</p> <p>Standards: RF.2.3b Know spelling-sound correspondences for additional common vowel teams.</p>	<p>Topic: Expository</p> <p>Standard: <u>CCSS.ELA-LITERACY.W.2.2</u></p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Geometry - 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not</p>	project-based learning	project-based learning	project-based learning



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	<p>CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Text: Brave Bessie</p>			compared by measuring.)			
Week Four	<p>Focus: U5W4</p> <p>EQ: How can we protect</p> <p>Strategy: Predictions</p> <p>Skill: Problem and Solution</p> <p>Standard: CCRA.R.3 Analyze how and why individuals, events, and ideas develop</p>	<p>Topic: Vowel Variants</p> <p>Standards: RF.2.3b Know spelling-sound correspondences for additional common vowel teams.</p>	<p>Topic: Narrative Standard: <u>CCSS.E</u> <u>LA-</u> <u>LITERACY.W.2.3</u></p> <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use</p>	<p>Operations and Algebraic Thinking- 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the</p>	project-based learning	project-based learning	project-based learning



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	<p>and interact over the course of a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>Text: The woodcutters gift</p>		<p>temporal words to signal event order, and provide a sense of closure.</p>	<p>total as a sum of equal addends.</p>			
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Learning Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Class Meeting	1:20-2:05 pm	1:20-2:05 pm	1:20-2:05 pm	1:20-2:05 pm	1:20-2:05 pm
Virtual Office Hours	11:00 am-12:00pm	11:00 am-12:00pm	11:00 am-12:00pm	11:00 am-12:00pm	11:00 am-12:00pm
<i>Weekly video content schedule – Videos should be ready to post by 9:00 am daily for self-paced learning</i>					
Reading: Bates	Comprehension strategy	Comprehension skill video	Vocabulary skill	Respond to reading	Summary



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	Phonics intro video				
Writing: Beachley	Brainstorming	Draft	Revise	Edit	Publish
Math: Hall	Eureka focus with example problem	Eureka focus with example problem	Eureka focus with example problem	Eureka focus with example problem	Eureka focus with example problem
Student-led learning opportunities					
Collaboration Opportunity	Circle time discussion board. Rotate	Reading discussion board Bates	Writing discussion board Beachley	Math Discussion Board Hall	Fun Friday Rotate
Work and Task Completion Time	waiting for district guidance	waiting for district guidance	waiting for district guidance	waiting for district guidance	waiting for district guidance

Daily Task Calendar for Virtual Model

	Reading	Writing	Math	Science	Social Studies	Art and P.E.
Monday	Watch Instructional Videos <ul style="list-style-type: none"> Phonics Comprehension 	Watch Instructional Video <ul style="list-style-type: none"> Writing Process 	Watch Instructional Video <ul style="list-style-type: none"> Review anchor chart 	Watch youtube video/independent research for self-selected project	Watch youtube video/independent research for self-selected project	Watch youtube video



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	Reading	Writing	Math	Science	Social Studies	Art and P.E.
	i-Ready Practice for 15 minutes Read assigned on digital wonders and journal response	Brainstorm ideas in order to respond to the prompt	Complete problem set task Complete assigned i-Ready tasks			
Tuesday	Watch Instructional Video i-Ready Practice for 15 minutes Read assigned on digital wonders and journal response	Watch Instructional Video Draft writing response - upload picture or digital version of draft for feedback from teacher.	Watch Instructional Video Complete problem set task i-Ready Practice for 15 minutes	Complete project tasks /independent research for self-selected project	Complete project tasks /independent research for self-selected project	Complete project tasks
Wednesday	Watch Instructional Video i-Ready Practice for 15 minutes Read assigned on digital wonders and journal response	Watch Instructional Video Revise Draft	Watch Instructional Video Complete problem set task i-Ready Practice for 15 minutes Extra Practice: Sumdog.com Xtramath.org	Watch Instructional Video /independent research for self-selected project	Complete project tasks /independent research for self-selected project	Complete project tasks



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	Reading	Writing	Math	Science	Social Studies	Art and P.E.
Thursday	Watch Instructional Video Read assigned on digital wonders and journal response	Watch Instructional Video Edit Draft	Watch Instructional Video Teacher-Assigned Task and Discussion Board Response (word problems)	Complete project tasks /independent research for self-selected project	Watch Instructional Video /independent research for self-selected project	Complete project tasks
Friday	Watch Instructional Video Upload comprehension written responses	Watch Instructional Video Final Draft and Publishing (upload to google doc.)	Watch Instructional Video Teacher-Assigned Task and Discussion Board Response (word problems)	Complete project tasks	Complete project tasks	Watch Instructional Video



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Daily Task Calendar for Paper-Based Model

	Reading	Writing	Math	Science	Social Studies	Art and P.E.
Monday	<p>Review Anchor Chart</p> <ul style="list-style-type: none">• Phonics• Comprehension• Writing about reading <p>Paper-Based Practice</p> <p>Read assigned or self-selected text as long as the genre matches) and journal response</p>	<p>Review Anchor Chart</p> <ul style="list-style-type: none">• Writing Process <p>Brainstorm ideas in order to respond to the prompt</p>	<p>Complete paper-based practice.</p> <p>Fluency worksheet</p>	<p>Read project guidelines and supporting informational text</p>	<p>Read project guidelines and supporting informational text</p>	<p>Review Anchor Chart</p> <p>Read project guidelines and supporting informational text</p>
Tuesday	<p>Read assigned or self-selected text as long as the genre matches) and journal response</p>	<p>Draft writing response</p>	<p>Review Anchor Chart</p> <p>Complete paper-based practice.</p> <p>Fluency worksheet</p>	<p>Complete project tasks</p>	<p>Complete project tasks</p>	<p>Complete project tasks</p>



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	Reading	Writing	Math	Science	Social Studies	Art and P.E.
Wednesday	Read assigned or self-selected text as long as the genre matches) and journal response	Revise Draft	Complete paper-based practice. Fluency worksheet	Complete project tasks	Complete project tasks	Complete project tasks
Thursday	Read assigned or self-selected text as long as the genre matches) and journal response	Edit Draft	Complete paper-based practice. Fluency worksheet	Complete project tasks	Complete project tasks	Complete project tasks
Friday	Complete paper-based practice.	Complete paper-based practice.	Complete paper-based practice. Fluency worksheet	Complete project tasks	Complete project tasks	Complete project tasks