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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **7:50 – 7:55** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** |
| **7:55 – 8:15** | Attendance Good Things Fluency  Take up and label school supplies.  Students will choose books from the tables to take home. | Attendance Good Things Fluency | Attendance Good Things Fluency | Attendance Good Things Fluency | Attendance Good Things Fluency |
| **8:15 – 9:00 Writer’s Workshop** | **I Can**: I can draw a picture to match my story.    **Mini-Lesson-** The teacher will introduce the book  First Day Jitters and show one page of the book.  The teacher will ask the students what they notice about the picture and the words.  **Teaching Point:**  “Today you are going to review a first grade skill; your illustration needs to match your words.  **Teach-**TTW model and think aloud while answering the writing prompt: What are you nervous about on the 1st day of school?  **Active Engagement -** TSW answer the writing prompt and draw a picture to match their writing.  **Share -**The students will share their writing with their table partners. | **I Can:**I can write from left to right using the red lines.  **Mini-Lesson -** TTW review yesterday’s lesson and explain to the students the importance of writing on the lines and from the red line on the left of the paper to the right red line.  **Teaching Point:**  “ Today you are going to learn that writers write on the whole line starting on the left side of the line next to the red line and write to the end of the line stopping at the red line on the right”  **Teach:**  TTW model and think aloud writing from left to right the writing prompt:  “What is one goal or thing you want to learn in second grade?  **Active Engagement-** TSWwrite about their goal or what they want to learn in second grade focusing on writing from the red line on the left to the red line on the right of their paper.  **Share -**  TSW share their writing with their table and their goals will be hung in the hallway. | **Introduction to Writing Workshop:**  **I Can:** I can explain the parts of writer’s workshop.  TTW introduce writer’s workshop.  TTW explain the different parts and make an anchor chart with the class. TTW model transitions:  \* Going from the table to the carpet  \* carpet expectations  \* carpet to the table  \* using writing materials  \* Dating paper  \* problem solving  TSW then practice these transitions several times.  They will then practice building stamina by writing for 6 minutes.  They will graph their independent writing time.  The class will discuss what went well and what changes need to be made. | **Introduction to Writing Workshop:**  **I Can:** I can write to a writing prompt.  TSW complete the narrative pre-writing prompt.  After the writing prompt, TSW practice:  \* Going from the table to the carpet  \* carpet expectations  \* carpet to the table  \* using writing materials  \* Dating paper  \* problem solving  TSW then practice these transitions several times.  They will then practice building stamina by writing for 8 minutes.  They will graph their independent writing time.  The class will discuss what went well and what changes need to be made. | **Unit 1: Narrative Writing:  Lesson 1: Writing True Stories**  **I Can:** I can write a true story  **Connection:**Every day we have something happen to us that we can write about.  We can write about eating breakfast, getting ready for school, our pet, our little brother or sister, and many other things that we experience.  **Teaching point:**  “Today I want to teach you that when real authors go to write a book, they don’t start by writing.  They tell the story bit by bit. Page by page.  They practice telling it a bunch of times and they write.”  **Active Engagement:** TTW model telling a story bit by bit touching each page as she tells a part of the story. TTW then write each part on a page and retell the story.  TSW then take turns practicing  telling their seat partner a story touching each page as they tell the story.  They will then write their story and illustrate it.  **Link:** As you are telling the story don’t forget to add important parts to the story.  **Share:** TTW have a student share their work. |
| **9:00 – 9:35 Interventions** | Students will practice bathroom and cafeteria expectations. | Students will work on handwriting – Aa, Bb | Students will work on handwriting – Cc, Dd | Students will work on handwriting – Ee, Ff | Students will work on handwriting – Gg, Hh |
| **9:35 – 10:45 Reading Workshop** | Read Aloud: *Ish* by Peter H. Reynolds  Introduce Library  Classroom Rules Expectations and Procedures | Read Aloud: *I Can’t Do that YET*  Session 1: Take a Sneak Peek at the Beginning. Check your Sneak Peek. **I Can Statement**:  I can get my mind read to read by previewing the text before diving into the work of reading the words. **Connection:** Celebrate students’ growth by listing things they now do without being told—their habits. **Teaching Point:**  “Today I want to teach you that readers have good habits too. They have things they do all the time, without needing anyone to remind them. One of those habits is to get ready to read by taking a sneak peek at their books. They pee, and then they think.”  \*\*Add Take a Sneak Peek at the beginning to anchor chart\*\*  **Teaching and Active Engagement:** Guide students through previewing a book together by studying the cover illustration and the title. Highlight that the readers’ ideas change each time they peek at the details of a book. Coach children to take a sneak peek with their own books and share with a partner. **Link:** Recap today’s teaching, reminding students that taking sneak peaks and then reading on to check predictions needs to be a habit. **Conferring and Small Groups:** Channel readers to readTransition to Partner time: Add We work as a teamWe build good habits togetherTo reading partners work together anchor chart **Share:** Remind children that readers check their predictions before reading more.  \*\*Add check your sneak peek to anchor chart\*\* | Read Aloud: *Giraffes Can’t Dance*  Read More and More  **I Can Statement:**  I can understand that readers continually strive to get stronger at reading and that reading more and more books can help strengthen their reading muscles.  **Connection:**  Coach students to collect 3 books from the table tubs. Communicate to children the importance of volume. **Teaching Point:** Today I want to teach you one more habit that readers have. This might be the most important habit of all. Readers always push themselves to get stronger as readers and one way they do that is to read more and more books. **Teaching:** Demonstrate how to make plans for reading using your own larger stack of books. **Active Engagement** Ask students to start their own reading plans, stacking a couple of books to kick-start their reading time. **Link:** Prompt children to get started right away, finishing their plan and beginning their independent reading at their spots on therug. **Conferring and small groups:** Use table conferences to help build a community that reads Transition to partner time: Readers make a plan, stack their books and read more. Review anchor charts. **Share:** Remind students of a tool they have used to track how many books they read, then coach them to record their reading for the day.  \*\*Add Read More and More and Keep Track to anchor chart\*\* | Read Aloud:  *The Dot*  Session 2: Do Something at the End  **I Can Statement:**  I can learn that readers don’t just push a book aside the moment they finish reading it. Instead they reread, think back or talk about it with others.  **Connection:**  Celebrate the establishment of classroom habits. Remind the class that so far they’ve learned a few things that readers do as habits, without being reminded. Ask the kids to signal which of these habits they do.  **Teaching Point:**  “Today I want to teach you a habit that readers do without needing reminders, whenever they finish a book. When readers get to the end of a book, they do something. They might stop and read, look back and think it over, go over their favorite parts or tell someone all about it. They always DO something.”  \*\*Add to anchor chart Do something at the end\*\*  **Teaching:**  Demonstrate what readers don’t do before modeling what readers do when they come to the end of a book.  \*Go over Do something at the end of a book poster  **Active Engagement**  Channel children to reread the ending of a book they’ve just finished and then to do something when they reach the end again.  **Link**  Recap the lesson of the day putting it into the larger context of previous teaching points as well.  **Conferring and small group work**:  Coaching prompts to lift readers up the ladder of development  Rereading to remember and retell a book  Transition to partner time:  \*\*Add We read Together to anchor chart\*\*  **Share:**  Tell a story that shows that sometimes we all need reminders.  Connect the story to the work that reading partners can do together.  \*\*Add We give reminders to anchor chart\*\* | Read Aloud: *Uncle Jed’s Barbershop* Readers Set Goals **I Can Statement:** I can learn that readers don’t need reminders to push themselves to read more, they make a habit of reading more and more all day long. **Connection:** Celebrate the volume of reading children have strived toward. Remind them that to get strong at anything people do it a lot. **Teaching Point:** Today I want to teach you that making a check mark for each book you read is great but you need to set a goal to make lots of those checks.  \*\*Add set goals to the anchor chart\*\*  Conferencing and small groups: Remind students not to speed read but to remember what they have been taught this week. Have students check and see how well they are progressing toward their goals. |
| **10:45 – 11:10 Word Study** | The teacher will go over the procedures for using the word wall and the Fry Fluency folders. | The students will practice their Fry Fluency words. | The students will practice their Fry Fluency words. | The students will practice their Fry Fluency words. | The students will practice their Fry Fluency words. |
| **11:10 – 11:50** | **LUNCH/RECESS** | **LUNCH/RECESS** | **LUNCH/RECESS** | **LUNCH/RECESS** | **LUNCH/RECESS** |
| **11:50 – 12:00** | Number Talks | Number Talks | Number Talks | Number Talks | Number Talks |
| **12:30 – 1:20 Math**  **Units of Study: Fluency with sums and differences within 100**  **Fluency with addition and subtraction within 100** | The teacher will go over what a number talk is and the expectations and procedures that we will use. Students will practice these procedures by completing a number talk.  The teacher will go over what manipulatives we use throughout the year and the expectations and procedures for using them. | **2.OA.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers **I Can Statement:**  I can practice making ten and adding to ten. **Activities:**  The teacher will guide the students through five fluency practices: Ten-Frame Flash Happy Counting the Say Ten Way Sprint: Add a Ten and Some Ones Pairs to Ten with Number Bonds **Reflection in Math Journal:** What math work did we do today that you remember from last year? What do you hope to get better at in math this year? **Exit Ticket:** Number bonds/math facts **Resources:**  Eureka Math Module 1 – Lesson 1 | **2.OA.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers **I Can Statement**: I can practice making the next ten and adding to a multiple of ten. **Activities:**  The teacher will guide the students through five fluency practices: Value of Tens and Ones Happy Counting the Say Ten Way Sprint: Add Tens and Ones Target Practice: Within Ten Make the Next Ten **Reflection in Math Journal:** What math work did we do today that you remember from last year? How does know that 8 needs 2 to make ten help us know how to get from 28 to the next ten? **Exit Ticket:** Adding to a multiple of ten **Resources:** Eureka Math Module 1 – Lesson 2 | **2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem **2.OA.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction **I Can Statement:** I can add and subtract like units. **Activities:**  The students will complete Sprint: Related Facts. The teacher will then teach the concept development: Part 1: Add and subtract like units, ones, to solve problems within 100(e.g., 5+2, 45+2, 7-2, 47-2) Part 2: Add and subtract like units, tens, to solve problems within 100(e.g., 51+20, 54+20, 71-20, 74-20) Students will complete the Application Problem and the Problem Set. The teacher will then guide the students through the Student Debrief by allowing them to reflect on their answers with a partner and then going over the questions in class.  **Reflection in Math Journal:** Look at your explanation from Problem 4. What is another pair of addition sentences that has this same relationship? **Exit Ticket:** Add and subtract like units **Resources:** Eureka Math Module 1 – Lesson 3 | **2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem **2.OA.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction Review of Lessons 1 – 3 |
| **1:20 – 2:05 Social Studies/Science** | **C.3.2.1** Interpret rules and laws as they relate to students **C.3.2.3** Describe ways communities work to accomplish common tasks and establish responsibilities  **I Can Statement:** I can interpret rules and laws as they relate to students. I can describe ways communities work to accomplish common tasks and establish responsibilities.  **Read Aloud:**Each Kindness by Jacqueline Woodson  [www.youtube.com/watch?v=Var5X3uuYwE](http://www.youtube.com/watch?v=Var5X3uuYwE)  **Activity:**The TW read Each Kindness to the class and ask questions. The TW demonstrate with a cut out heart how words can hurt. The SW say mean words and as they do the TW wad up the heart. The SW then say nice things and the TW undo the heart, however the wrinkles will remain. This will show the students the damage that the mean words do to each other. The SW then write something kind or kind words on a heart.  **Vocabulary:** tattered, ripple | **C.3.2.1** Interpret rules and laws as they relate **to students C.3.2.3** Describe ways communities work to accomplish common tasks and establish responsibilities  **I Can Statement:** I can interpret rules and laws as they relate to students.I can describe ways communities work to accomplish common tasks and establish responsibilities.  **Read Aloud:** Ricky Sticky Fingers by Julia Cook  [www.youtube.com/watch?v=PYk6CqMTHJ0](http://www.youtube.com/watch?v=PYk6CqMTHJ0)  **Activity:** The TW read Ricky Sticky Fingers to the class. The SW each draw a question and answer them in their small groups. The groups will discuss the answers.  **Vocabulary:** convince, accident | **C.3.2.1** Interpret rules and laws as they relate to students **C.3.2.3** Describe ways communities work to accomplish common tasks and establish responsibilities  **I Can Statement:** I can interpret rules and laws as they relate to students. I can describe ways communities work to accomplish common tasks and establish responsibilities.  **Read Aloud:** My Mouth is a Volcano by Julia Cook  [www.youtube.com/watch?v=e9fXtvcxLlc](http://www.youtube.com/watch?v=e9fXtvcxLlc)  **Activity:**The TW read My Mouth is a Volcano to the class.  **Whole Group:** The SW discuss a time they were interrupted and how it made them feel. The SW brainstorm ways they can keep from interrupting others so they do not erupt. The TW record the responses on chart paper. The SW write about how they will keep from erupting and display it on their own volcano.  **Vocabulary:** rumble, erupted | **C.3.2.1** Interpret rules and laws as they relate to students **C.3.2.3** Describe ways communities work to accomplish common tasks and establish responsibilities  **I Can Statement:** I can interpret rules and laws as they relate to students. I can describe ways communities work to accomplish common tasks and establish responsibilities.  **Read Aloud:**A Bad Case of Tattle Tongue by Julia Cook  **Activity:** The TW read A Bad Case of Tattle Tongue  **Whole group:** The SW discuss with their table Josh’s character. Each table will describe Josh and the TW record the answers. The class will also discuss how Josh changes through the story. The class will also discuss if things are something to tattle about or just a warning. The SW use a paper plate and construction paper to make a tattle tongue person.  **Vocabulary:** definitely, twitch | **C.3.2.1** Interpret rules and laws as they relate to students **C.3.2.3** Describe ways communities work to accomplish common tasks and establish responsibilities  **I Can Statement:** I can interpret rules and laws as they relate to students. I can describe ways communities work to accomplish common tasks and establish responsibilities.  **Read the book:** How Full Is Your Bucket by: Tom Rath and Mary Reckmeyer  [www.youtube.com/watch?v=A5R6-2m\_qHk](http://www.youtube.com/watch?v=A5R6-2m_qHk)  The SW write a bucket filler to someone by picking a sticky note with someones name on it.  The SW take a vocabulary test over the words from the week. |
| **2:05 – 2:45 Activity Class** | **MUSIC** | **PE** | **MICRO** | **LIBRARY** | **ART** |
| **2:45 – 3:00** | Classroom Jobs Dismissal Preparation Launch | Classroom Jobs Dismissal Preparation Launch | Classroom Jobs Dismissal Preparation Launch | Classroom Jobs Dismissal Preparation Launch | Classroom Jobs Dismissal Preparation Launch |
| **3:00** | **Dismiss walkers, car riders, van riders, and after school program.** | **Dismiss walkers, car riders, van riders, and after school program.** | **Dismiss walkers, car riders, van riders, and after school program.** | **Dismiss walkers, car riders, van riders, and after school program.** | **Dismiss walkers, car riders, van riders, and after school program.** |
| **3:05** | **Dismiss first group of bus riders. Buses 65, 61, 66, 45, 11, 17** | **Dismiss first group of bus riders.** | **Dismiss first group of bus riders.** | **Dismiss first group of bus riders.** | **Dismiss first group of bus riders.** |
| **3:15** | **Dismiss remainder of the bus riders. Buses 14, 63, 6, 53** | **Dismiss remainder of the bus riders.** | **Dismiss remainder of the bus riders.** | **Dismiss remainder of the bus riders.** | **Dismiss remainder of the bus riders.** |
| **Lesson Plans and times are subject to change.** | **Duty – 7:15** |  |  | **CANES 10:20 – 10:55 Enrichment 2 12:55 – 1:30** |  |