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| **Lesson Plans and times are subject to change.** | **Monday** | **TuesdayPLC** | **Wednesday** | **Thursday** | **Friday** |
| **7:55 – 8:00** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** |
| **8:00 – 8:15** | **AttendanceDaily Work Good Things** | **AttendanceDaily Work Good Things** | **AttendanceDaily Work Good Things** | **AttendanceDaily Work Good Things** | **AttendanceDaily Work Good Things** |
| **Reading****8:30-9:00****Bigger Books Mean Ramping Up Reading Power****RF.2.4** Read with sufficient accuracy and fluency to support comprehension.**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.**RL.2.4** Describe how words and phrases supply rhythm and meaning in a long story, poem or song. | Reading Unit 3 Lesson 1 Rehearsing Reading Voices**Goal:**Reading with FluencyReading aloud can help their in-their-head reading voices. **Teaching Point:**“Today I want to teach you a magical thing that They have discovered that rereading- especially rereading out loud is the best way to change the voice inside a reader’s head. And that voice is everything.”**Active Engagement:**Channel kids to listen to themselves read a passage from a familiar text aloud into whisper phones. Demonstrate rereading, emphasizing how readers envision the story and match their voices to what is happening as they read aloud. **Text:Cinderella** by Marcia Brown**Anchor Chart:**“Making Your Reading More Fluent” | Reading Unit 3 Lesson 2 Scooping Up Words into Phrases**Goal:**Reading with FluencyReaders scoop up words into phrases and notice punctuation so that their reading makes sense and sounds right. **Teaching Point:**“Today I want to teach you that you can make your reading voice just as smooth as your singing voice by reading in longer phrases. You can scoop up more words at a time by noticing the punctuation. Then, you can check that your reading sounds right.”**Active Engagement:**Students will read page 2 from the story with partners. As they read students will scoop up words reading in longer phrases. Also, remind students to use punctuation to help decide the phrasing of the text.**Text:The Rough Face Girl**By Rafe Martin**Anchor Chart:**“Making Your Reading More Fluent”“Partners Reread Together” | Reading Unit 3 Lesson 3 Noticing Dialogue**Goal:**Reading with FluencyDialogue tags can help readers read dialogue with expression.**Teaching Point:**“Today I want to teach you that when you are reading dialogue, it is important to be able to hear what it sounds like when the character talks. The dialogue tags tell you not only who is talking but they also sometimes help you know how the character sounds.”**Active Engagement:**Dialogue sentence strips activityStudents will read dialogue from class read aloud text noting what characters say, but also how they say it. **Text:****Yeh-Shen A Cinderella Story**By Ai-Ling Louie**Anchor Chart:**“Making Your Reading More Fluent”“Partners Reread Together” | Reading Unit 3 Lesson 4 Using Meaning to Read Fluently**Goal:**  Reading with FluencyReaders match voices to the meaning of the text. **Teaching Point:**Today I want to teach you that to read a book-even in your head- and to make it sound right, you have to consider what it’s about. If you’re telling your best friend bad news, your voice will sound different than if you’re telling that friend about winning first place in a contest. When you know what the text is about, you can show that with your voice.**Active Engagement:**Using pages 22-24 students will work with their partners rereading this part making their voices match the mood of the text. **Text:Little Red Riding Hood**by Lisa Campbell**Anchor Chart:**“Making Your Reading More Fluent” | Reading Unit 3 Lesson 5 Reading at a Just-Right Pace**Goal:**  Reading with FluencyReaders make sure they read at a pace that is not too fast and not too slow- one that allows them to understand what they are reading.**Teaching Point:**“Today I want to teach you that reading a story so it can be understood doesn’t just require intonation and expression; it also requires that you adjust your speed. If you go too fast your words all blur together, and if you go too slow, it’s hard to make sense of the text. Readers learn to adjust their speed so it’s just right.”**Active Engagement:**Students will practice with a partner reading at a just right pace. **Text:Lon Po Po**by Ed Young**Anchor Chart**:“Making Your Reading More Fluent” |
| **8:45 – 9:45**Teacher will meet with small groups for differentiated reading instruction.  | **Guided Reading****Group 1DRA Level: 3****Book:** Our Dog Sam**Focus:**  character, setting, plot **Group 2DRA Level: 6****Book:** Grandpa’s Car**Focus:** character, setting, plot **Group 3DRA Level: 10** **Book:**  Late for Soccer**Focus:** character, setting, plot  **Group 4DRA Level: 14****Book:** “Slam Dunk” Sanchez**Focus:**  character, setting, plot**Group 5DRA Level: 28****Book:** Afternoon on the Amazon**Focus:** character, setting, plot | **Guided Reading****Group 1DRA Level: 3****Book:** The Merry-Go-Round**Focus:**  character, setting, plot**Group 2DRA Level: 6****Book:** A Good Trap**Focus:** character, setting, plot **Group 3DRA Level: 10****Book:** Bat Rescue**Focus:** character, setting, plot **Group 4DRA Level: 14****Book:** Animals in Caves**Focus:** character, setting, plot  | Renaissance Testing9:00 | Renaissance Testing9:00Coding9:30 – 10:00 | **Guided Reading****Group 1DRA Level: 3****Book:** **Focus:**  character, setting, plot **Group 2DRA Level: 6****Book:**  **Focus:** character, setting, plot **Group 3DRA Level: 10****Book:** Mud, Mud, Mud!**Focus:** character, setting, plot **Group 4DRA Level:** **Book: Focus:** character, setting, plot  |
| **9:45-10:25****Informative Writing:** How-To WritingPB & J**W.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.  **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. **L.2.1f** Produce, expand, and rearrange complete simple and compound sentences.**L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**L.2.1 E** Use adjectives and adverbs, and choose between them depending on what is to be modified.  | **Writing****Mini-Lesson- Informative Writing: How –To (HT1)** **How to Writing****PB&J-Day 1:** Steps and Sentence Strip Scramble**Materials:** How to Make a PB&J Sandwich steps, sentence strips with steps. **C:** TW explain to students that we must use steps even when we make simple things like a PB&J. **T:** Why is it important to follow directions/steps while making a PB&J? What happens if we don’t do the directions/steps in the correct order? What happens if we have all the materials? **AE:** Sentence Strip Scramble**L:** TSW review the steps for making a PB&J. ***Grammar:*** SW identify and use verbs and adverbs in their writing.  | **Writing****Mini-Lesson- Informative Writing: How –To (HT1)** **How to Writing****PB&J- Day 2:** Make PB&J using steps learned on Day 1**Materials:** Two slices of bread, jar of jelly, peanut butter, 2 knives for spreading, plate. **TSW make a PB& J referring to the directions/steps from Day 1.** ***Grammar:*** SW identify and use verbs and adverbs in their writing.  | **Writing****Mini-Lesson- Informative Writing: How –To (HT1)** **How to Writing****PB&J-**Begin PB&J How to Writing Piece**Materials:** How to Make a PB&J Writing Piece pages. SW begin their How to piece. ***Grammar:*** SW identify and use verbs and adverbs in their writing.  | **Writing****Mini-Lesson- Informative Writing: How –To (HT1)** **How to Writing****PB&J-**Continue working on PB&J How to Writing Piece**Materials:** How to Make a PB&J Writing Piece pages. SW continue working on their How to piece. ***Grammar:*** SW identify and use verbs and adverbs in their writing.  | **Writing****Mini-Lesson- Informative Writing: How –To (HT1)** **How to Writing****PB&J-** Finish PB&J How to Writing Piece**Materials:** How to Make a PB&J Writing Piece pages. SW finish their How to piece. ***Grammar:*** SW identify and use verbs and adverbs in their writing.   |
| **10:25 – 11:10** | **LUNCH/RECESS** | **LUNCH/RECESS** | **LUNCH/RECESS** | **LUNCH/RECESS** | **LUNCH/RECESS** |
| **11:15 – 11:55**  | **MUSIC** | **PE** | **LIBRARY** | **PE** | **ART** |
| 12:00-12:30Science / Social Studies**Maps, Globes, Directions****G.8.2.1** – use map keys, legends, symbols, intermediate directions, scale, and compass rose to derive information from maps**D2.Geo.2.K-2****G.8.2.2** – use geographic representations to describe the physical and human characteristics of a community**D2.Geo.2.K-2****G.8.2.3** – construct and label maps of familiar and unfamiliar places**D2.Geo.1.K-2****Vocabulary:**relative location, ocean, continent,legend/key, equator, landmark, map, scale, compass roseBegin Science on Thursday and Friday. | **Maps, Continents, & Oceans****I can statements**\*I can use map keys, legends, symbols, intermediate directions, scale, and compass rose to derive information from maps\*I can use geographic representations to describe the physical and human characteristics of a community\*I can construct and label maps of familiar and unfamiliar places**Activity:** The TW and SW watch a BrainpopJr video titled: Continents and Oceans. Once the video has completed, the SW take the BrainpopJr quiz. | **Maps, Continents, & Oceans****I can statements**\*I can use map keys, legends, symbols, intermediate directions, scale, and compass rose to derive information from maps\*I can use geographic representations to describe the physical and human characteristics of a community\*I can construct and label maps of familiar and unfamiliar places **Activity:** The TW read a passage titled: **Seven Large Lands**. The SW have to answer the comprehension questions about the passage.The SW label the compass rose correctly.  | **Maps, Continents, & Oceans****I can statements**\*I can use map keys, legends, symbols, intermediate directions, scale, and compass rose to derive information from maps\*I can use geographic representations to describe the physical and human characteristics of a community\*I can construct and label maps of familiar and unfamiliar places**Activity:** Students will label the continents and oceans. Students will take a vocabulary test. | **Structure & Properties of Matter****Standards:****2-PS1-1 -**Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. **2-PS1-2, 2-PS1-3** – Different properties are suited to different purposes. **I can statements**\*I can see that different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.\*I can see that different properties are suited to different purposes. **Activity:** The TW read **What is Matter?** by Don L. Curry. The TW read **Matter Changes** (pages 1-6) to the students. This story will cover important vocabulary that will help students understand what matter is and all that it encompasses.Students will ask and answer questions about the objects around them to determine if they are made of matter.  | **Structure & Properties of Matter****Standards:****2-PS1-1 -**Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. **2-PS1-2, 2-PS1-3** – Different properties are suited to different purposes. **I can statements**\*I can see that different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.\*I can see that different properties are suited to different purposes.**Activity:** The TW read **Solids, Liquids, and Gases** by Ginger Garrett. Students will determine the three types of matter. |
| **12:30 – 1:30****2.NBT.2** Count within 1,000; skip-count by 5s, 10s, and 100s**2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons**I Can Statement:**I can count by 5s, 10s, and 100s.I can compare two three-digit numbers. | **Math****2.NBT.4Fluency Practice:**Sprint: Crossing Ten**Application Problem:**Using RDW process**Concept Development:** The teacher will instruct students on comparing two three-digit numbers using <, >, and = when there are more than 9 ones or 9 tens.**Problem Set:** Students will complete the problems in the **Problem Set** independently. 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.**Exit Ticket:** Comparing two three-digit numbers using <, >, and = when there are more than 9 ones or 9 tens.**Resources:**Eureka Math Module 3 – Lesson 17Place Value DisksPlace Value Chart<,>,= symbol cardsjournals or white boards | **Math****2.NBT.4Fluency Practice:**Sprint: Crossing Ten**Application Problem:**Using RDW process**Concept Development:** The teacher will instruct students on ordering numbers in different forms.**Problem Set:** Students will complete the problems in the **Problem Set** independently. 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.**Exit Ticket:** Ordering numbers in different forms.**Resources:**Eureka Math Module 3 – Lesson 18Place value chartPlace value disksjournals or white boards | **Math****2.NBT.2Fluency Practice:**Differences**Application Problem:**Using RDW process**Concept Development:** The teacher will instruct students on modeling and using language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less.**Problem Set:** Students will complete the problems in the **Problem Set** independently. 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.**Exit Ticket:** Modeling and using language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less.**Resources:**Eureka Math Module 3 – Lesson 19Sentence FramesPlace Value ChartPlace Value Disks | **Math** **2.NBT.2Fluency Practice:**Sprint: Differences**Application Problem:**Separate Change Unknown**Concept Development:** The teacher will instruct students on modeling 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less when changing the hundreds place.**Problem Set:** Students will complete the problems in the **Problem Set** independently. 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.**Exit Ticket:** Modeling 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less when changing the hundreds place.**Resources:**Eureka Math Module 3 – Lesson 20Place Value ChartPlace Value DisksMath Journals/Whiteboards | **Math****2. NBT.2Fluency Practice:**Sprint: Differences**Application Problem:**Join Result Unknown**Concept Development:** The teacher will instruct students on completing a pattern counting up and down.**Problem Set:** Students will complete the problems in the **Problem Set** independently. 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.**Exit Ticket:** Completing a pattern counting up and down.**Resources:**Eureka Math Module 3 – Lesson 21Place Value ChartPlace Value Disks |
| **1:30 – 2:00** **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words**RF.2.4** Read with sufficient accuracy and fluency to support comprehension**I Can Statements:**I can use word study and phonics skills to read words.I can comprehend while reading with accuracy and fluency. | **Phonetic Connections** **Unit 10: Day 1** **(CVCe Long i)**The S will orally substitute medial sounds. The S will listen for listen for the long **i** sound. The S will recognize the long **i** sound in print. The S will associate the long **i** sound with the CVCe pattern. The S will blend words that contain the long **i** sound. The S will read new sight words **one** and **three** and review sight words. The S will spell CVCe words containing the long **i** sound.**Materials Day 1:**Blackline Masters (BLM): 1 and 6, letter cards: **t, i, m, e, b, p, n***;* picture cards: **bike, mice, ice, kite, smile;** sight word cards for unit 10**Core Materials:**Poetry poster: Five Tired MiceDecodable book: One to FiveFrieze card: CVCe long i, student work mats | **Phonetic Connections** **Unit 10: Day 2** **(CVCe Long i)**The S will orally substitute medial sounds. The S will listen for listen for the long **i** sound. The S will recognize the long **i** sound in print. The S will associate the long **i** sound with the CVCe pattern. The S will blend words that contain the long **i** sound. The S will read new sight words **one** and **three** and review sight words. The S will spell CVCe words containing the long **i** sound.**Materials Day 2:**Blackline Masters (BLM): 1 and 7, picture card: **swing, bike**; decodable word cards for unit 10, sight word cards for unit 10, focus frames**Core Materials:**Poetry poster: Five Tired MiceDecodable book: One to FiveFrieze card: CVCe long i, student work mats | **Phonetic Connections** **Unit 10: Day 3** **(CVCe Long i)**The S will orally substitute medial sounds. The S will listen for listen for the long **i** sound. The S will recognize the long **i** sound in print. The S will associate the long **i** sound with the CVCe pattern. The S will blend words that contain the long **i** sound. The S will read new sight words **one** and **three** and review sight words. The S will spell CVCe words containing the long **i** sound.**Materials Day 3:**Blackline Masters (BLM): 1, 3, 8, sight word cards for unit 10**Core Materials:**Poetry poster: Five Tired MiceDecodable book: One to FiveFrieze card: CVCe long i, student work mats | **Phonetic Connections** **Unit 10: Day 4** **(CVCe Long i)**The S will orally substitute medial sounds. The S will listen for listen for the long **i** sound. The S will recognize the long **i** sound in print. The S will associate the long **i** sound with the CVCe pattern. The S will blend words that contain the long **i** sound. The S will read new sight words **one** and **three** and review sight words. The S will spell CVCe words containing the long **i** sound.**Materials Day 4:**Blackline Masters (BLM): 1, 2, and 4, sight word cards for unit 10, picture cards for unit 10**Core Materials:**Poetry poster: Five Tired MiceDecodable book: One to FiveFrieze card: CVCe long i, student work mats | **Phonetic Connections****Unit 10: Day 5** **(CVCe Long i)**The S will take an assessment over Unit 10 (CVCe Long i)**Assessment Words:**mine, time, bite, five, drive, hide, glide, hive, ripe, stripe**Sight Words:** how, their, if, other, will **Materials Day 5:**Blackline Masters (BLM): 1 and 5; picture cards: **bike, mice, ice, kite, smile;** letter cards for unit 10, decodable word cards for unit 10, sight word cards for unit 10**Core Materials:**Poetry poster: Five Tired MiceDecodable book: One to FiveFrieze card: CVCe long i, student work mats |
| **2:00 – 2:50** | **INTERVENTIONS**Teacher will provide instruction based on student needs.The teacher will teach iRead lessons based on the students’ needs. | **MICRO**Discuss the difference between needs and wants. | **INTERVENTIONS**Teacher will provide instruction based on student needs.The teacher will teach iRead lessons based on the students’ needs. | **MICRO**Brainpop video on needs and wants | **INTERVENTIONS**Teacher will provide instruction based on student needs.The teacher will teach iRead lessons based on the students’ needs. |
| **2:50 – 3:00** | **Prep for home** | **Prep for home** | **Prep for home** | **Prep for home** | **Prep for home** |
| **3:00** | **Dismiss walkers, car riders, van riders** | **Dismiss walkers, car riders, van riders** | **Dismiss walkers, car riders, van riders** | **Dismiss walkers, car riders, van riders** | **Dismiss walkers, car riders, van riders** |
| **3:05** | **Dismiss first group of bus riders.** | **Dismiss first group of bus riders.** | **Dismiss first group of bus riders.** | **Dismiss first group of bus riders.** | **Dismiss first group of bus riders.** |
| **3:17** | **Dismiss remainder of the bus riders. Bus duty teachers go to gym.****Dismiss afterschool program students at 3:20 to cafeteria** | **Dismiss remainder of the bus riders. Bus duty teachers go to gym.****Dismiss afterschool program students at 3:20 to cafeteria** | **Dismiss remainder of the bus riders. Bus duty teachers go to gym.****Dismiss afterschool program students at 3:20 to cafeteria** | **Dismiss remainder of the bus riders. Bus duty teachers go to gym.****Dismiss afterschool program students at 3:20 to cafeteria** | **Dismiss remainder of the bus riders. Bus duty teachers go to gym.****Dismiss afterschool program students at 3:20 to cafeteria** |