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| **Lesson Plans and times are subject to change.** | **MondayDuty in gym** | **Tuesday PLC** | **WednesdayDuty in hallway** | **ThursdayField Day** | **Friday** |
| **7:55 – 8:00** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** |
| **8:00 – 8:30** | **AttendanceDaily Work Good ThingsJournal WritingiRead** | **AttendanceDaily Work Good ThingsJournal WritingiRead** | **AttendanceDaily Work Good ThingsJournal WritingiRead** | **AttendanceDaily Work Good ThingsJournal WritingiRead** | **AttendanceDaily Work Good ThingsJournal WritingiRead** |
| **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. **RL2.2** Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral.**RL.2.3** Describe how characters in a story respond to major events and challenges**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.**RL.2.1** Ask and answer questions such as who, what, when, where, why and how to demonstrate understanding of key details in a text.events and challenges**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | Reading Unit 3 Lesson 9 Reading as a Writer**Goal:**Understanding Literary Language- readers notice special language in a book, they think about the writer’s craft and the special meaning author wants them to get from that language.**Teaching Point:**“Today I want to teach you that you can think about all the strategies you use when you write books and poems, and notice when an author is using them in your books. When you notice what the author is doing, you can try to name it, and think, ”What special meaning does the author want me to get?”**Active Engagement:**Challenge the students to name some strategies they have used in writing workshop and have them share their responses.**Text:***Happy Like Soccer* by Maribeth Boelts | Reading Unit 3 Lesson 9 Reading as a Writer**Goal:**Understanding Literary Language- readers notice special language in a book, they think about the writer’s craft and the special meaning author wants them to get from that language.**Teaching Point:**“Today I want to teach you that you can think about all the strategies you use when you write books and poems, and notice when an author is using them in your books. When you notice what the author is doing, you can try to name it, and think, ”What special meaning does the author want me to get?”**Active Engagement:**Students will search texts to find literary language and share it with their partners. Students will record their findings in their reading/ writing notebook.**Text:***Happy Like Soccer* by Maribeth Boelts | Reading Unit 3 Lesson 10 Setting Up Routines for Same-Book Partners**Goal:**Meeting the Challenges of Longer Books- Reading the same book as a partner can help readers talk, clarify, and ask questions to better understand the books they are reading.**Teaching Point:**“Today I want to teach you that when books get longer, it’s easy to lose track of the story- sometimes without even realizing it! It helps to have strategies for keeping hold of the whole story, even when it is getting long and complicated.**Active Engagement:**TTW read a portion of *Minnie and Moo Go Dancing* and demonstrate how a same book partnership helps a reader using the steps from the “Same- Book Partners” anchor chart.**Text:***Katie Woo has the Flu**Minnie and Moo Go Dancing**Beezus and Ramona***Anchor Chart:**“Same Book Partners” | Reading Unit 3 Lesson 10Setting Up Routines for Same-Book Partners**Goal:**Meeting the Challenges of Longer Books- Reading the same book as a partner can help readers talk, clarify, and ask questions to better understand the books they are reading.**Teaching Point:**“Today I want to teach you that when books get longer, it’s easy to lose track of the story- sometimes without even realizing it! It helps to have strategies for keeping hold of the whole story, even when it is getting long and complicated.**Active Engagement:**Students will work with a same-book partner to implement the strategies learned in yesterday’s lesson to hold on to the storyline. **Text:***Katie Woo has the Flu**Minnie and Moo Go Dancing**Beezus and Ramona***Anchor Chart:**“Same Book Partners” | Reading Unit 3 Lesson 11Holding on to Stories Even when Books Are Long**Goal:**Meeting the Challenges of Longer Books- as books become longer and more complex, readers jot down notes on Post-its to keep track of the story and remember the important things that happen.**Teaching Point:**“Today I want to teach you that when books become longer, like the ones you are reading now, one way to remember the story is to pause at the end of a chapter to think, ‘What’s the main event that happened in the chapter?’ Sometimes readers leave Post-It notes to remind them.”**Text:***Minnie and Moo Go Dancing* by Denys Cazet**Anchor Chart:**“Keeping Track of Longer Books” |
| **8:45 – 9:45Guided Reading**Teacher will meet with small groups for differentiated reading instruction.  | **EOY Testing****AimswebPlus****SRIMoby Max** | **EOY Testing****AimswebPlus****SRIMoby Max** | **EOY Testing****AimswebPlus****SRIMoby Max** | **EOY Testing****AimswebPlus****SRIMoby Max** | **EOY Testing****AimswebPlus****SRIMoby Max** |
| **Writer’s Workshop****Writing mini-lesson & Writing (journal)****9:45-10:25****Informative Writing:** How to Writing **10:00 – 10:45****W.2.1** 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., *because*,*and*,*also*) to connect opinion and reasons, and provide a concluding statement or section.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | **Mini-Lesson-**Opinion Letter Writing-Parts of a letter REVIEW PARTS OF A LETTER**Materials:** parts of a letter Power Points, Brain Pop sending a letter video, opinion brainstorming template, opinion letter writing template.Brain Pop Jr-Sending a Letter: <https://jr.brainpop.com/readingandwriting/communication/sendingaletter/>**C:** TW review the parts of a letter with the letter writing power points and Brain Pop Jr video. **T:** TSW identify the parts/functions of an opinion letter. **AE:** TW review parts of an opinion letter. **L:** TW review the opinion letter writing template and opinion brainstorming template with students. **Grammar Review:** TW review grammar skills and concepts taught.  | **Mini-Lesson-**  Opinion Letter Writing-Introduce prompt and brain storm ideas. CREATE anchor chart best/worst things about 2nd grade and FILL OUT brainstorming charts**Materials:** opinion writing prompt: **What were the best and worst things about Second grade? Add details to support your opinion**., chart paper for brainstorming best and worst things about second grade, opinion brainstorming templates, opinion letter writing template, opinion writing transition words sheet. **C:** TW introduce and discuss the prompt: What were the best and worst things about Second grade? Add details to support your opinion. **T:** TSW discuss what an opinion is and review the opinion writing transition words. **AE:** TSW create a chart best/worst things about second grade. Next, TSW begin opinion writing using the opinion brainstorming template. **L:** TW ask several students to share their brainstorming chart. Check to make sure they used opinion transition words. **Grammar Review:** TW review grammar skills and concepts taught.  | **Mini-Lesson-** Opinion Letter Writing-Begin Writing Opinion Letters STUDENTS WILL BEGIN WRITING THEIR OPINION LETTERS TO THEIR TEACHER USING THEIR BRAINSTORMING CHARTS**Materials:** opinion letter writing template, brainstorming charts created yesterday, student brainstorming templates, opinion letter writing template, opinion writing transition words sheet.**C:** STW write opinion letters using the template. **T:** TW model writing an opinion letter using transition words and adding details to support opinions. **AE:** SW write their opinion letter **L:** TW ask several students to share their writing. **Grammar Review:** TW review grammar skills and concepts taught.  | **Mini-Lesson-** Opinion Letter Writing-Revise and EditSTW REVISE AND EDIT THEIR LETTERS**Materials:** Opinion letters, brainstorming charts/templates, parts of a letter review, revise vs. edit sheet, opinion writing transition words sheet.**C:** TW discuss the revise vs. edit sheet with students. **T:** TSW revise and edit an opinion letter. **AE:** SW continue working on, revising, editing their opinion letters. **L:** TW chose several students to share their editing and revising. **Grammar Review:** TW review grammar skills and concepts taught.  | **Mini-Lesson-** Opinion Letter Writing-Revise and EditSTW REVISE AND EDIT THEIR LETTERS**Materials:** Opinion letters, brainstorming charts/templates, parts of a letter review, revise vs. edit sheet, opinion writing transition words sheet.**C:** TW discuss the revise vs. edit sheet with students. **T:** TSW revise and edit an opinion letter. **AE:** SW continue working on, revising, editing their opinion letters. **L:** TW chose several students to share their editing and revising. **Grammar Review:** TW review grammar skills and concepts taught.  |
| **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****Extended Text:**School Days Around the World **Vocabulary:**Spinifex, Soroban, Telugu, Ampe, Dustbin Lorry**G.9.2.2** Describe ways different *cultures* help shape the diversity of a community, place, or region**G.9.2.3** Explain ways weather, climate, and other environmental characteristics affect people’s lives in a place or region**H.13.2.4** Identify the purposes of *primary* and *secondary* sources.**I Can Statements:**I can describe ways different *cultures* help shape the diversity of a community, place, or region.I can explain ways weather, climate, and other environmental characteristics affect people’s lives in a place or region.I can identify the purposes of *primary* and *secondary* sources. | **Activity:**Students will complete a KWL about Australia students will discuss what they know, want to know and afterwards what they learned. The teacher will read the section “Solomon in Australia” from the text School Days Around the World by Catherine ChambersTeacher will show a short video on YouTube about the schools in Australia.Following the story/video students will work at their tables to list ten things they learned about Australia. Students will sequence Solomon’s day and answer true or false questions. Finally students will compare and contrast Solomon’s school day with their own.**Vocabulary Word:** Spinifex | .**Activity:**Students will complete a KWL about Japan students will discuss what they know, want to know and afterwards what they learned. The teacher will read the section “Riku in Japan” from the text School Days Around the World by Catherine Chambers Teacher will show a short video on Youtube about the schools in Japan. Following the story/video students will work at their tables to list ten things they learned about Japan. Students will sequence Riku’s day and answer true or false questions. Finally students will compare and contrast Riku’s school day with their own. **Vocabulary Word:**Soroban | **Activity:**Students will complete a KWL about India students will discuss what they know, want to know and afterwards what they learned. The teacher will read the section “Rupa in India” from the text School Days Around the World by Catherine Chambers Teacher will show a short video on YouTube about the schools in India. Following the story/video students will work at their tables to list ten things they learned about India. Students will sequence Rupa’s day and answer true or false questions. Finally students will compare and contrast Rupa’s school day with their own. **Vocabulary Word:**Telugu | **Activity:**Students will complete a KWL about Ghana students will discuss what they know, want to know and afterwards what they learned. The teacher will read the section “Aseye in Ghana” from the text School Days Around the World by Catherine Chambers Teacher will show a short video on YouTube about the schools in Ghana. Following the story/video students will work at their tables to list ten things they learned about Ghana. Students will sequence Aseye’s day and answer true or false questions. Finally students will compare and contrast Aseye’s school day with their own.**Vocabulary Word:**Ampe | **Activity:**Students will complete a KWL about England students will discuss what they know, want to know and afterwards what they learned. The teacher will read the section “Francis in England” from the text School Days Around the World by Catherine Chambers Teacher will show a short video on YouTube aboutthe schools in England. Following the story/video students will work at their tables to list ten things they learned about England. Students will sequence Francis’ day and answer true or false questions. Finally students will compare and contrast Francis’ school day with their own.**Vocabulary Word:**Dustbin Lorry |
| **12:30 – 1:30 Math****2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.**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**2.MD.8**Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.**I Can Statement:**I can show data on a picture graph and a bar graph. I can analyze data in a bar graph. I can solve addition and subtraction word problems within 100I can solve word money problems. | **Fluency Practice:**Grade 2 Core Fluency Differentiated Practice SetsDecomposition TreeSkip-Count by $5 and $10 Between 85 and 205Sprint: Subtraction Across a Ten**Concept Development:** The teacher will instruct students on recognizing the value of coins and count up to find their total value. The teacher will also instruct students on solving word problems involving the total value of a group of coins. **Problem Set:** Students will complete the problems in the **Problem Sets** 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.**Application Problems:**Counting Money**Resources:**Eureka Math Module 7 – Lessons 6 & 7Play Money Coins/Bills or Interactive coins on SmartboardWhiteboards/Math Journals | **Fluency Practice:**Sprint: Adding Across a TenMore and LessGrade 2 Core Fluency Differentiated Practice SetsDecomposition Tree**Application Problem:**Counting Money**Concept Development:** The teacher will instruct students solving word problems involving the total value of a group of bills. The teacher will also instruct students on solving word problems involving different combinations of coins with the same total value.**Problem Set:** Students will complete the problems in the **Problem Sets** 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.**Resources:**Eureka Math Module 7 – Lessons 8 & 9 Play Money Dollar BillsWhiteboards/Math JournalsPlay Money Coins or Interactive Coins on Smartboard | **Fluency Practice:**Grade 2 Core Fluency Differentiated Practice SetsDecomposition TreeSprint: Subtraction from TeensCoin Exchange**Application Problem:**Counting Money**Concept Development:** The teacher will instruct students on using the fewest number of coins to make a given value. The teacher will also instruct students on using different strategies to make $1 or make change from $1. **Problem Set:** Students will complete the problems in the **Problem Sets** 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.**Resources:**Eureka Math Module 7 – Lessons 10 & 11Whiteboards/Math JournalsPlay Money Coins or Interactive Coins on SmartboardPlay Money Bills | **Fluency Practice:**Sprint: Adding Across a TenMaking $1**Application Problem:**Counting Money**Concept Development:** The teacher will instruct students on solving word problems involving different ways to make change.**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.**Resources:**Eureka Math Module 7 – Lesson 12 Whiteboards/Math JournalsRDW Chart | **Fluency Practice:**Grade 2 Core Fluency Differentiated Practice SetsDecomposition Tree**Application Problem:**Counting Money**Concept Development:** The teacher will instruct students on solving two-step word problems involving dollars or cents with totals within $100 or $1.**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.**Resources:**Eureka Math Module 7 – Lesson 13Whiteboards/Math Journals |
| **1:30 – 2:00 Word Study** | DSATESTING | DSATESTING | DSATESTING | DSATESTING | DSATESTING |
| **2:00 – 2:50****E.4.2.1** Discuss the importance of scarcity in relation to choices and opportunity cost**E.4.2.2** Explain a decision in terms of costs and benefits**E.5.2.2** Describe goods and services that people in the local community produce and those that are produced in other communities**E.5.2.3** Describe ways markets exist in various places**E.6.2.1** Explain the role of money in making exchange easier**E.6.2.2** Describe reasons for saving money in banks**E.6.2.3** Explain benefits of public goods and services**E.7.2.1** Describe why people in one country trade goods and services with people in other countries**E.7.2.2** Describe products that are produced abroad and sold domestically and products that are produced and sold abroad | **INTERVENTIONS**Teacher will provide instruction based on student needs.The teacher will teach iRead lessons based on the students’ needs. | **MICRO**The TW describe the difference between goods and services.**Goods** are items that are tangible, such as pens, salt, shoes, hats and folders and **Services** are activities provided by other people, such as doctors, lawn care workers, dentists, barbers, waiters, or online servers.**Goods & Services youtube videos:**<https://www.youtube.com/watch?v=Jd4kD9TicbA>BrainpopJr<https://www.youtube.com/watch?v=MlkoZfzlfxo>Arthur’s Pet Business<https://www.youtube.com/watch?v=XYeXhtap_EY> | **INTERVENTIONS**Teacher will provide instruction based on student needs.The teacher will teach iRead lessons based on the students’ needs. | **MICRO**The TW read \*Pigs Will Be Pigs: Fun with Math and Money\*Little Critter: Just Saving My Money | **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 remainder of the bus riders. Bus duty teachers go to gym.** | **Dismiss remainder of the bus riders. Bus duty teachers go to gym.** | **Dismiss remainder of the bus riders. Bus duty teachers go to gym.** | **Dismiss remainder of the bus riders. Bus duty teachers go to gym.** |