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| **Lesson Plans and times are subject to change.** | **Monday  Duty** | **Tuesday PLC** | **Wednesday Pictures** | **Thursday** | **Friday Thanksgiving Feast** |
| **7:55 – 8:00** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** |
| **8:00 – 8:15** | **Attendance Daily Work  Good Things** | **Attendance Daily Work  Good Things** | **Attendance Daily Work  Good Things** | **Attendance Daily Work  Good Things** | **Attendance Daily Work  Good Things** |
| **Reading**  **8:30-9:00**  **Becoming Experts**  **Reading**  **Nonfiction**  **RF.2.4** Read with sufficient accuracy and fluency to support comprehension. **RI.2.1** Ask and answer such questions as who, what, when, where, why and how to demonstrate understanding of key details in a text. **RI2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **RI.2.5** Know and use various text features to locate key facts or information in a text efficiently. | Reading Unit 2 Lesson 6 Anticipating and Using the Lingo of a Nonfiction Topic  **Goal:**  Thinking Hard and Growing Knowledge  Students will build context and urgency around the work of the bend explaining that reading to learn and using vocabulary is an important part of growing knowledge.  **Teaching Point:**  Today I want to teach you that even before nonfiction readers start to read a new book – one they expect will probably be filled with topic-specific vocabulary- they think, “What keywords do I expect to run into?” and they generate a small list. Later, when readers encounter one of those words in the text, they don’t get as stuck. Instead, they think, “I knew that word would be here.”  **Active Engagement:**  Using the text *The Pilgrim’s First Thanksgiving* by Ann McGovern  Students will brainstorm a list of words they think they will encounter in the book. The teacher will record the list of words on chart paper. Students will discuss what they think the words mean.  **Text:**  *The Pilgrim’s First Thanksgiving* by Ann McGovern  **Anchor Chart:**  “Readers Grow Knowledge”  “Talk the Talk! Read to Learn the Lingo!” | Reading Unit 2 Lesson 6 Anticipating and Using the Lingo of a Nonfiction Topic  **Goal:**  Thinking Hard and Growing Knowledge  Students will build context and urgency around the work of the bend explaining that reading to learn and using vocabulary is an important part of growing knowledge.  **Teaching Point:**  Today I want to teach you that even before nonfiction readers start to read a new book – one they expect will probably be filled with topic-specific vocabulary- they think, “What keywords do I expect to run into?” and they generate a small list. Later, when readers encounter one of those words in the text, they don’t get as stuck. Instead, they think, “I knew that word would be here.”  **Active Engagement:**  The teacher will read the text *The Pilgrim’s First Thanksgiving* by Ann McGovern. As the teacher reads the story the students will listen for the words that they listed the previous day that they felt they would encounter. Give the students the correct definition of the vocabulary words.  **Text:**  *The Pilgrim’s First Thanksgiving* by Ann McGovern  **Anchor Chart:**  “Readers Grow Knowledge”  “Talk the Talk! Read to Learn the Lingo!” | Reading Unit 2 Celebrate the Gift of Learning Something New  **Goal:**  Thinking Hard and Growing Knowledge **Teaching Point:** Students as you are reading in this new text, be ready to think “Is this book teaching me something new?” **Active Engagement:** The teacher will read the text *The Pilgrim’s First Thanksgiving* by Ann McGovern. As the teacher reads the story the students will listen the details to answer who, what, when, where, why and how questions.  Students will complete a graphic organizer giving details from the story using the 5 W’s and how. **Text:**  *The Pilgrim’s First Thanksgiving* by Ann McGovern  **Anchor Chart:**  “Readers Grow Knowledge” | Reading Unit 2 Lesson 7 Using Text Features to Understand Keywords  **Goal:**  Learning the Lingo of a Topic- notice and utilize text features when figuring out keywords. **Teaching Point:** “Today I want to teach you that nonfiction readers find keywords and work to know what those keywords mean. Readers can find and sometimes learn about keyword from reading the boldface words, the text boxes, the labels, the glossaries- the works! When readers learn more about a keyword, they learn more about the topic.” **Active Engagement:** Using nonfiction books students will explore how to find the meaning of keywords or bold words with features such as a glossary, text box, and labels.  **Text:** *Sacagawea,* *The First Thanksgivin*g or other Nonfiction books of choice **Anchor Chart:** Talk the Talk! Read to Learn the Lingo | Reading Unit 2 Lesson 8 Using Context to Build Knowledge of Unknown Words  **Goal:**  Learning the Lingo of a Topic- understand undefined keywords by using the whole page to figure out what those words mean.  **Teaching Point:**  “Today I want to teach you that when readers run into a keyword they work hard to unlock it. They use the whole page and everything they know about the topic to figure out what it probably means.”  **Active Engagement:**  Students will work together to determine the meaning of an unknown word. Give each pair of students a word from a book and they will work together to determine what the word means.  **Text:** *Sacagawea,**The First Thanksgivin*g and other Nonfiction books of choice **Anchor Chart:** Talk the Talk! Read to Learn the Lingo **Other:** Preselected words from books for students to find the meaning |
| **8:45 – 9:45** | **Guided Reading**  **Progress monitoring - ORF** | **Guided Reading**  **Group 1 DRA Level: 3** **Book:** Our Dog Sam **Focus:**  character, setting, plot  **Group 2 DRA Level: 6** **Book:** Grandpa’s Car **Focus:** character, setting, plot  **Group 3 DRA Level: 10**  **Book:**  Late for Soccer **Focus:** character, setting, plot  **Group 4 DRA Level: 14** **Book:** “Slam Dunk” Sanchez **Focus:**  character, setting, plot **Group 5 DRA Level: 28** **Book:** Afternoon on the Amazon **Focus:** character, setting, plot  Fire Drill Tornado Drill | **Guided Reading**  **Group 1 DRA Level: 3** **Book:** The Merry-Go-Round **Focus:**  character, setting, plot **Group 2 DRA Level: 6** **Book:** A Good Trap **Focus:** character, setting, plot  **Group 3 DRA Level: 10** **Book:** Bat Rescue **Focus:** character, setting, plot  **Group 4 DRA Level: 14** **Book:** Animals in Caves **Focus:** character, setting, plot | **Guided Reading**  **Group 5 DRA Level: 28** **Book** Afternoon on the Amazon**:**  **Focus:** character, setting, plot  **Coding 9:00 – 9:30**  **Canes 9:45 – 10:25** | **Guided Reading**  **Group 1 DRA Level: 3** **Book:** Families Have Rules **Focus:**  character, setting, plot **Group 2 DRA Level: 6** **Book:**  Ant’s Nest **Focus:** character, setting, plot  **Group 3 DRA Level: 10** **Book:** Mud, Mud, Mud! **Focus:** character, setting, plot  **Group 4 DRA Level:** Try Again, Hannah **Book: 14 Focus:** character, setting, plot |
| **9:45-10:25**  **Writing mini-lesson & Writing (journal)**  **Native American Tribes Research Project:** All About Book  **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**  **Research Project Day 1: Mini-Lesson:** What is a Research or Informative Book?  **Materials:** Research Project Slideshow and tribe note taking sheet from reading lesson, The Very First Native Americans by Cara Ashrose.  **Refer to Day 1 lesson from Research unit**  **Grammar:** SW use adjectives to describe in their narrative writing pieces. | **Writing**  **Research Project Day 3: Mini-Lesson:** How to Record and organize Your Facts  **Materials:** tribe note taking sheet from reading lesson, books on tribes and The Very First Native Americans by Cara Ashrose.  **Refer to Day 3 lesson from Research unit**  **Grammar:** SW use adjectives to describe in their narrative writing pieces. | **Writing**  **Research Project Day 4: Mini-Lesson:** Continue to Collect Information and Organize Your Facts  **Materials:** tribe note taking sheet from reading lesson, books on tribes and The Very First Native Americans by Cara Ashrose.  **Refer to Day 4 lesson from Research unit**  **Grammar:**  SW use adjectives to describe in their narrative writing pieces. | **Writing**  **Research Project Day 5: Mini-Lesson:** Writing an Introduction  **Materials:** tribe note taking sheet from reading lesson, books on tribes and The Very First Native Americans by Cara Ashrose, Draft All About book.  **Refer to Day 5 lesson from Research unit**  **Grammar:**  SW use adjectives to describe in their narrative writing pieces. | **Writing**  **Research Project Day 6: Mini-Lesson:** Fact or Opinion  **Materials:** Draft All About book  **Refer to Day 6 lesson from Research unit**  **Grammar:**  SW use adjectives to describe in their narrative writing pieces. |
| **10:25 – 11:10** | **LUNCH/RECESS** | **LUNCH/RECESS** | **LUNCH/RECESS** | **LUNCH/RECESS** | **LUNCH/RECESS** |
| **11:15 – 11:55** | **MUSIC** | **PE** | **LIBRARY** | **PE** | **ART** |
| 12:00-12:30  Science / Social Studies  **Native Americans, Pilgrims, Timelines**  **Vocabulary:**  colonists, feast, Pilgrim, celebrate, tradition, carve, tribe, peaceful  **H.12.2.1** – Create historical narratives using chronological sequences of related events in the community or region **D2.His.1.2-5**  **H.12.2.2** – Create timelines to understand the development of the local community **D2.His.1.K-2**  **H.12.2.3** -- Compare life in your community past and present using maps, photographs, news stories,  and *artifacts*, or interviews **D2.His.2.K-2**  **H.12.2.4** -- Investigate ways individuals, groups, and events have shaped one’s community and other communities in the U.S. **D2.His.3.K-2**  **H.12.2.5** -- Explain historical symbols and landmarks and the people and events associated with them  **H.13.2.1** -- Compare different accounts of the same historical event **D2.His.6.K-2**  **H.13.2.3** -- Gather information from different kinds of sources in response to a compelling question about a significant historical event or person **D1.2, 5.K-2** | **I can statements**  I can create timelines to understand the development of the local community.  I can compare life in your community past and present using maps, photographs, news stories,  and *artifacts*, or interviews..  **Activity:** The TW read *The Very First Thanksgiving* by Rhonda Gowler Greene  The SW complete comprehension questions about the “Story of the First Thanksgiving.” | **I can statements**  I can create timelines to understand the development of the local community.  I can compare life in your community past and present using maps, photographs, news stories,  and *artifacts*, or interviews.  **Activity:** The TW show the students a video showcasing the Plymouth Village; about 30 minutes <https://www.youtube.com/watch?v=p5qi3Meqy24>. | **I can statements**  I can create timelines to understand the development of the local community.  I can compare life in your community past and present using maps, photographs, news stories,  and *artifacts*, or interviews.  **Activity:** The TW  read *The First Thanksgiving* by Linda Hayward  The SW take a comprehension test over the imformation learned from the text. | **I can statements**  I can create timelines to understand the development of the local community.  I can compare life in your community past and present using maps, photographs, news stories, and *artifacts*, or interviews..  **Activity:** The TW read *This is the Turkey* by Abby Levine.  The SW sequence the story. The SW use feathers and glue them to the turkey to recount the order of the story. | **I can statements**  I can create timelines to understand the development of the local community.  I can compare life in your community past and present using maps, photographs, news stories, and *artifacts*, or interviews.  **Activity:** The TW read *A Turkey for Thanksgi*ving by Eve Bunting.  The SW discuss how this Thanksgiving story is different from last week's story *The First Thanksgiving.* How was the Thanksgiving celebration in the story different than the Pilgrim/ Native American celebration? The SW discuss with their partner how they would help a turkey escape from being eaten for Thanksgiving dinner. They will describe the steps they will take and put them in order of first, next, and last. They will then put it into story form. Students may share their story. |
| **12:30 – 1:30**  **2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g. 706 equals 7 hundreds, 0 tens, and 6 ones **2.NBT.2** Count within 1,000; skip-count by 5s, 10s, and 100s **2.NBT.3** Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. **I Can Statement:** I know that three-digit numbers are made up of hundreds, tens, and ones. I can count by 5s, 10s, and 100s. I can read and write numbers in many ways to 1,000. | **Math**  **2.NBT.3 Fluency Practice:** Place Value Sprint: Expanded Form Skip-Count Up and Down by $10 Between $45 and $125 **Application Problem:** Using Money to Add and Subtract **Concept Development:**  The teacher will instruct students on how to write, read, and relate base ten numbers in all 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:**  Writing, reading, and relating base ten numbers in all forms. **Resources:** Eureka Math Module 3 – Lesson 7 Number Spelling Activity Sheet Bundles of ones, tens, hundreds from Lesson 1(or base ten blocks) Whiteboard/Journal | **Math**  **2.NBT.2 Fluency Practice:** Mixed Counting with Ones, Tens, and Hundreds from 1,000 to 0 Doubles Related Facts Within 20 **Application Problem:** Using Money to Add and Subtract **Concept Development:**  The teacher will instruct students on counting up to 1,000 on the place value chart. **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:**  Counting up to 1,000 on the place value chart. **Resources:** Eureka Math Module 3 – Lesson 8 Base Ten Blocks or  Bundles of ones, tens, hundreds from Lesson 1 place value chart Money – Hundreds, Tens, Ones Math Journal/Whiteboard | **Math**  **2.NBT.2 Fluency Practice:** Count and Change Coins to 30 Cents Mixed Counting with Ones, Tens, and Hundreds from 1,000 to 0 Skip Count by Twos Beginning at 394 **Concept Development:**  The teacher will instruct students on counting from $10 to $1,000 on the place value chart and the empty number line. **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:**  Counting from $10 to $1,000 on the place value chart and the empty number line. **Resources:** Eureka Math Module 3 – Lesson 9 Pennies, Dimes Base Ten Blocks or Bundles of Straws Whiteboard/Math Journal Place Value Chart (Template from Lesson 8) 10 one dollar bills 10 ten dollar bills 10 hundred dollar bills | **Math**  **2.NBT.2 Fluency Practice:** Count and Change Coins from 85 to 132 Cents Sprint: More Expanded Form Skip-Count by Tens: Up and Down Between 0 and 1,000 **Application Problem:** Using Money to Add and Subtract **Concept Development:**  The teacher will instruct students on exploring $1,000. How many $10 bills can we change for a thousand dollard bill? **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:**  Think about the different strategies used to answer the questions from the Problem Set. Use a strategy you liked and explain why it worked. **Resources:** Eureka Math Module 3 – Lesson 10 pennies, dimes | **Math**  **2.NBT.A 1** **Fluency Practice:** Rekenrek Counting: Numbers in Unit Form Between 11 and 100 Sprint: Addition and Subtraction to 10 **Application Problem:** Multi-step addition/subtraction problem **Concept Development:** The teacher will instruct the students on how to count the total value of ones, tens, and hundreds with place value disks. **Problem Set:**  Students will complete problems involving counting ones, tens, and hundreds using place value disks. **Student Debrief:**  The teacher will go over the problems with the students. Students will compare using the disks and the straws. **Exit Ticket:** Count the total value of ones, tens, and hundreds with place value disks. **Resources:** Eureka Math Module 3 - Lesson 11 Place 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 7: Day 1** (three-letter blends)  The S will also orally change initial blends to create new words.  The S will listen for initial three-letter blends.  The S will recognize three-letter blends in print.  The S will associate the sounds of the three-letter blends with the letters in the blends.  The S will blend words that contain three-letter blends.  The S will read new sight word *does and need,* and review sight words.  The S will spell words containing three-letter blends.  **Materials Day 1:**  BLMs 1, 6 Letter cards Picture cards Sight Word cards **Core Materials:**  Poetry poster  Decodable book  Frieze card | **Phonetic Connections** **Unit**  **Unit 7: Day 2** (three-letter blends)  The S will also orally change initial blends to create new words.  The S will listen for initial three-letter blends.  The S will recognize three-letter blends in print.  The S will associate the sounds of the three-letter blends with the letters in the blends.  The S will blend words that contain three-letter blends.  The S will read new sight word *does and need,* and review sight words.  The S will spell words containing three-letter blends.  **Materials Day 2:** BLMs 1, 7 Picture cards Decodable word cards **Core Materials:**  Poetry poster  Decodable book  Frieze card  The S will orally change initial sounds to create new words. | **Phonetic Connections** **Unit**  **Unit 7: Day 3** (three-letter blends)  The S will also orally change initial blends to create new words.  The S will listen for initial three-letter blends.  The S will recognize three-letter blends in print.  The S will associate the sounds of the three-letter blends with the letters in the blends.  The S will blend words that contain three-letter blends.  The S will read new sight word *does and need,* and review sight words.  The S will spell words containing three-letter blends.  **Materials Day 3:** BLMs 1, 3, 8 Sight Word cards  **Core Materials:**  Poetry poster  Decodable book  Frieze card | **Phonetic Connections** **Unit**  **Unit 7: Day 4** (three-letter blends)  The S will also orally change initial blends to create new words.  The S will listen for initial three-letter blends.  The S will recognize three-letter blends in print.  The S will associate the sounds of the three-letter blends with the letters in the blends.  The S will blend words that contain three-letter blends.  The S will read new sight word *does and need,* and review sight words.  The S will spell words containing three-letter blends.  **Materials Day 4:** BLMs 1, 2, 4 Sight Word cards Letter cards  **Core Materials:**  Poetry poster  Decodable book  Frieze card | **Phonetic Connections Unit**  **Spelling Test**  **Assessment Words:**  split, squint, strap, stand, spring, scrub, three, splash, shred, thrill  **Sight words:**  what, all, were, your, when  **Materials Day 5:** BLM 1, 5 Sight Word cards Letter cards Picture cards  **Core Materials:**  Poetry poster  Decodable book  Frieze card |
| **2:00 – 2:50** | **INTERVENTIONS**  Teacher will provide instruction based on student needs.  The students will learn to log-in to their iRead account.  The teacher will teach iRead lessons based on the students’ needs. | **MICRO**  **Micro-** Talk about what producers and consumers are.  Watch a youtube video:  <https://www.youtube.com/watch?v=fxfbvQsCeTE>  Listen to Clever Mr. Brown read aloud on <https://www.youtube.com/watch?v=0I6X7y5hXBo> | **INTERVENTIONS**  Teacher will provide instruction based on student needs.  The teacher will teach iRead lessons based on the students’ needs. | **MICRO**  Watch a youtube videoLemonade for Sale  <https://www.youtube.com/watch?v=Tk9KWw4q9Fk>  Caps for Sale youtube video <https://www.youtube.com/watch?v=MKnDDUM2x3M> | **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** |