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| **Lesson Plans and times are subject to change.** | **Monday  Duty** | **Tuesday PLC** | **Wednesday** | **Thursday** | **Friday** |
| **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** |
| **8:30-9:00**  **Becoming Experts**  **Reading**  **Nonfiction** | **Reading**  Reading Unit 2 Lesson 6 Anticipating and Using the Lingo of a Nonfiction Topic  **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  **Goal:**  Learning the Lingo of a Topic- 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:**  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:**  *Tigers*  By Laura Marsh  **Anchor Chart:**  “Readers Grow Knowledge”  “Talk the Talk! Read to Learn the Lingo!” | **Reading**  Reading Unit 2 Lesson 7 Using Text Features to Understand Keywords  **RI.2.4** 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.  **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:**  Nonfiction books of choice  **Anchor Chart:**  Talk the Talk! Read to Learn the Lingo | **Reading**  Reading Unit 2 Lesson 8 Using Context to Build Knowledge of Unknown Words  **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area  **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:**  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 | **Reading**  Reading Unit 2 Lesson 9 Solving Words Takes Strategic Thinking  **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area  **Goal:**  Learning the Lingo of a Topic-students will demonstrate how figuring out keywords requires both persistence and practice.  **Teaching Point:**  “Today I want to teach you that when readers are stuck on a key word they know to play around with the word like you might play around with a key in the lock, trying it one way and then another, and sometimes- PRESTO!- they find the way to unlock it!”  **Active Engagement:**  Students will practice playing with words from the text. Students will work with partners to unlock the words carnivores, hooved, and buffalo from page 10  **Text:**  *Tigers*  By Laura Marsh  **Anchor Chart:**  “Talk the Talk! Read to Learn the Lingo!” | **Reading**  Reading Unit 2 Lesson 10 Rereading Like Experts  **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.  **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area  **Goal:**  Learning the Lingo of a Topic- show students the importance of rereading to grow more information about the topic  **Teaching Point:**  “Today I want to teach you that once readers have unlocked keywords in their books, they know it helps to reread- this time moving more smoothly through the parts, scooping up the keywords to grow even more knowledge about the topic.”  **Active Engagement:**  Revisit a passage to demonstrate rereading to show understanding. Use page 12 from *Tigers*  Discuss the word “territories” use the text box at the bottom to unlock information. Then continue scooping up the key words and information.  **Text:**  *Tigers*  By Laura Marsh  **Anchor Chart:**  “Readers Grow Knowledge”  “Talk the Talk! Read to Learn the Lingo!” |
| **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**  **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 7: Mini-Lesson:** Rough Draft  Students will use their notes and begin working on their rough draft.  **Materials:** Research Project Slideshow and tribe note taking sheet from reading lesson, The Very First Native Americans by Cara Ashrose, rough draft booklet.  **Grammar:**  SW will complete a grammar sort. | **Writing**  **Research Project Day 8: Mini-Lesson:** Rough Draft  Students will use their notes and begin working on their rough draft.  **Materials:** tribe note taking sheet from reading lesson, books on tribes and The Very First Native Americans by Cara Ashrose, rough draft booklet.  **Grammar:**  SW will complete a grammar sort. | **Writing**  **Research Project Day 9: Mini-Lesson:** Final Draft  Students will use their notes and rough draft to begin working on their final draft.  **Materials:** tribe note taking sheet from reading lesson, books on tribes and The Very First Native Americans by Cara Ashrose, rough draft booklet, final draft booklet.  **Grammar:**  SW will complete a grammar sort. | **Writing**  **Research Project Day 10: Mini-Lesson:** Final Draft  Students will use their notes and rough draft to begin working on their final draft.  **Materials:** tribe note taking sheet from reading lesson, books on tribes and The Very First Native Americans by Cara Ashrose, rough draft booklet, final draft booklet.  **Grammar** SW will complete a grammar sort. | **Writing**  **Research Project Day 11: Mini-Lesson:** Final Draft  Students will use their notes and rough draft to begin working on their final draft.  **Materials:**  tribe note taking sheet from reading lesson, books on tribes and The Very First Native Americans by Cara Ashrose, rough draft booklet, final draft booklet.  **Grammar:**  SW will complete a grammar sort. |
| **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 | **Standards:**  **ESS1.C: The History of Planet Earth**  **2-ESS1-1** – Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.  **ESS2.A: Earth Materials and Systems**  **2-ESS2-1** – Wind and water can change the shape of the land.  **ESS2.B: Plate Tectonics and Large-Scale System Interactions**  **2-ESS2-2** – Maps show where things are located. One can map the shapes and kinds of land and water in any area. \*(Develop a model to represent the shapes & kinds of land & bodies of water in an area.)  **ESS2.C: The Roles of Water in Earth's Surface Processes**  **2-ESS2-3** – Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.  **ETS1.C: Optimizing the Design Solution**  **2-ESS2-1** – Because there is always more than one possible solution to a problem, it is useful to compare and test designs. \*(Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. Examples of solutions are: dikes, shrubs, grass, trees)  **I can statements**  I can see that some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.  I can observe that wind and water can change the shape of the land. I know that maps show where things are located. I will find out that water is found in the ocean, rivers, lakes, and ponds. I can plan and conduct an investigation because there is always more than one possible solution to a problem, it is useful to compare and test designs.  **Activity:** The TW read *Landforms* by William B. Rice. The teacher and students will discuss the various landforms.  The TW show the students a **brainpopjr** video titled: **Landforms**.  The SW write the name of each **type of landform** in the box below its picture. | **Standards:**  **ESS1.C: The History of Planet Earth**  **2-ESS1-1** – Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.  **ESS2.A: Earth Materials and Systems**  **2-ESS2-1** – Wind and water can change the shape of the land.  **ESS2.B: Plate Tectonics and Large-Scale System Interactions**  **2-ESS2-2** – Maps show where things are located. One can map the shapes and kinds of land and water in any area. \*(Develop a model to represent the shapes & kinds of land & bodies of water in an area.)  **ESS2.C: The Roles of Water in Earth's Surface Processes**  **2-ESS2-3** – Water is found in the ocean, rivers, lakes, and ponds. 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The  teacher and students will review the bodies of water.  The SW write the name of each **body of water** in the box below the picture. | **Standards:**  **ESS1.C: The History of Planet Earth**  **2-ESS1-1** – Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.  **ESS2.A: Earth Materials and Systems**  **2-ESS2-1** – Wind and water can change the shape of the land.  **ESS2.B: Plate Tectonics and Large-Scale System Interactions**  **2-ESS2-2** – Maps show where things are located. One can map the shapes and kinds of land and water in any area. \*(Develop a model to represent the shapes & kinds of land & bodies of water in an area.)  **ESS2.C: The Roles of Water in Earth's Surface Processes**  **2-ESS2-3** – Water is found in the ocean, rivers, lakes, and ponds. 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The TW show the students a **brainpopjr** video titled: **Slow Land Changes**  The SW circle the picture that matches each **slow occurring Earth event.** The SW also have to circle the approximate amount of time it would take for each Earth event to occur. | **Standards:**  **ESS1.C: The History of Planet Earth**  **2-ESS1-1** – Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.  **ESS2.A: Earth Materials and Systems**  **2-ESS2-1** – Wind and water can change the shape of the land.  **ESS2.B: Plate Tectonics and Large-Scale System Interactions**  **2-ESS2-2** – Maps show where things are located. One can map the shapes and kinds of land and water in any area. \*(Develop a model to represent the shapes & kinds of land & bodies of water in an area.)  **ESS2.C: The Roles of Water in Earth's Surface Processes**  **2-ESS2-3** – Water is found in the ocean, rivers, lakes, and ponds. 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Each student will get a paper plate with blue & green frosting on it. Then, he/she must create their model and label it. **Materials:** blue frosting green frosting graham crackers vanilla wafers Hershey kisses chocolate chips Gold Fish paper plates plastic knives labels (island, hills, mountains, ocean, lake, river) | **Standards:**  **ESS1.C: The History of Planet Earth**  **2-ESS1-1** – Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.  **ESS2.A: Earth Materials and Systems**  **2-ESS2-1** – Wind and water can change the shape of the land.  **ESS2.B: Plate Tectonics and Large-Scale System Interactions**  **2-ESS2-2** – Maps show where things are located. 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I will find out that water is found in the ocean, rivers, lakes, and ponds. I can plan and conduct an investigation because there is always more than one possible solution to a problem, it is useful to compare and test designs.  **Activity:** The TW pass out pans to each table to conduct an erosion lab. 1.We will pour sand into a pan. Smooth and pat it down so that it is as even as possible on the top.  2.Examine the sand closely. What does it look like? 3.Using sand, create some landforms in the middle of the pan. 4.Prop the pan up on one end. 5.Tape a ruler to across the pan towards the top, leaving a few inches uncovered by the end. 6.Take a cup and poke a hole in the bottom. Sit it on the top of the ruler so the hole is directly over the sand and tape it to the ruler. 7.Fill the cup up with water and wait for all the water to drip into the tray. What do you think will happen?  8.After all the water drips out of the cup, what do you observe? 9.What might happen if next time if you were to dump a whole cup of water all at once instead of letting it drip slowly? |
| **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 **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. | **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.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 | **Math**  **2.NBT.2A Fluency Practice:** Rekenrek Counting: Numbers in Unit Form Between 11 and 100 Sprint: Addition and Subtraction to 10 **Application Problem:** Multi-Step Problem **Concept Development:**  The teacher will instruct students on counting the total value of ones, tens, and hundreds with place value disks. **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 the total value of ones, tens, and hundreds with place value disks. **Resources:** Eureka Math Module 3 – Lesson 11 Rekenrek Base Ten Blocks Place Value Chart Place Value Disks | **Math**  **2.NBT.2A Fluency Practice:** 10 More/10 Less Sprint: Sums to 10 with Teen Numbers **Application Problem:** Multi-Step Problem **Concept Development:**  The teacher will instruct students on changing 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand. **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:**  Changing 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand. **Resources:** Eureka Math Module 3 – Lesson 12 Place Value Disks Place Value Chart | **Math**  **2.NBT.2 Fluency Practice:** Sprint: Place Value Counting to 100 100 More/100 Less How Many Tens/How Many Hundreds **Application Problem:** Multiplication **Concept Development:**  The teacher will instruct students on reading and writing numbers within 1,000 after modeling with place value disks. **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:**  Reading and writing numbers within 1,000 after modeling with place value disks. **Resources:** Eureka Math Module 3 – Lesson 13 Template 13 – Empty Number Lines 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**  Talk about what producers and consumers are.  Watch a youtube video:  <https://www.youtube.com/watch?v=fxfbvQsCeTE> | **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> | **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** |