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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **7:50 – 7:55** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** | **Morning Assembly** |  |
| **7:55 – 8:15** | Attendance Good Things Fluency | Attendance Good Things Fluency | Attendance Good Things Fluency | Attendance Good Things Fluency |  |
| **8:15-9:00**  **Writer’s Workshop(mini-lesson, independent writing, share)**  **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | **Personal Narrative Lesson 3L: Stretching Out Small Moments**  **I Can:**I can stretch out my small moment.  **Materials:**  \*Tiny topic notepad and pencils \*Teacher’s tiny topic notepad with details on a few pages \*5 page booklet \*Pencils \*Scissors \*Stapler  [Personal Narrative Unit 1 Lesson 3L](https://docs.google.com/document/d/1YDEBLbXA8WKd-OPwZ4bA0_sLFAy64H2HlHDo2pIOoxg/edit?usp=sharing)  **Grammar**  TTW show a PPT over regular plural nouns and TSW work with a partner to determine if the words need an s, es, ves or ies to be plural. | **Personal Narrative Lesson 3L: Stretching Out Small Moments**  **I Can:**I can stretch out my small moment.  **Materials:**  \*Tiny topic notepad and pencils \*Teacher’s tiny topic notepad with details on a few pages \*5 page booklet \*Pencils \*Scissors \*Stapler  [Personal Narrative Unit 1 Lesson 3L](https://docs.google.com/document/d/1YDEBLbXA8WKd-OPwZ4bA0_sLFAy64H2HlHDo2pIOoxg/edit?usp=sharing)  **Grammar**  TSW complete an interactive notebook activity by creating their own words for adding s, es, ies, and ves. | **Personal Narrative Lesson 4L: Writing With Detail: Magnifying a Small Moment**  **I Can:** I can write with details.  **Materials:**  \*Concrete object (Lucy uses seashells, this can be changed) \*Mentor Text \*Your own small moment story \*Student writing folders  [Personal Narrative Lesson 4L](https://docs.google.com/document/d/143bH1uaPeWgPDY7qzv0ZGrpx2L7fWj8li55zANNFYVI/edit?usp=sharing)  **Grammar**  TSW write about a trip to the zoo and what animals would they see, including plural nouns.  They will then trade papers and circle all the plural nouns. | **Personal Narrative Lesson 4L: Writing With Detail: Magnifying a Small Moment**  **I Can:** I can write with details.  **Materials:**  \*Concrete object (Lucy uses seashells, this can be changed) \*Mentor Text \*Your own small moment story \*Student writing folders  [Personal Narrative Lesson 4L](https://docs.google.com/document/d/143bH1uaPeWgPDY7qzv0ZGrpx2L7fWj8li55zANNFYVI/edit?usp=sharing)  **Grammar**  Assessment over regular plural nouns. | Professional Development for Teachers  NO SCHOOL |
| **9:00 – 9:35 Interventions** | iRead | Moby Max | iRead | Moby Max |  |
| **Reading Workshop 9:35-10:45**  **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. **RI.2.5** Know and use various text features to locate key facts or information in a text efficiently.  **RI.2.7** Explain how specific images contribute to and clarify a text. | RI.2.1, RI.2.5, RI.2.7 **I Can Statement:**  I can learn that readers pay attention to the details, putting it all together to understand and grow knowledge about a topic.  **Read Aloud:**  **From Seed to Plant**  By Gail Gibbons  [Session1](https://drive.google.com/file/d/1DGIZFIR3-0QmmmmHrTnhtrtF5JG0cxq3/view?usp=sharing)  Nonfiction Readers Notice and Learn | **10:00** - 1st & 2nd Grade load buses @ Micro  **10:15-11:45** - Play at Miracle League Park  **12:00** - load buses to return to Micro  \*2nd go directly to lunch  RI.2.1, RI.2.5, RI.2.7 **I Can Statement:**  I can learn that readers pay attention to the details, putting it all together to understand and grow knowledge about a topic.  **Read Aloud:**  **From Seed to Plant**  By Gail Gibbons  [Session1](https://drive.google.com/file/d/1DGIZFIR3-0QmmmmHrTnhtrtF5JG0cxq3/view?usp=sharing)  Nonfiction Readers Notice and Learn | RI.2.7  **I Can Statement:** I can learn that as readers notice details and put them together to learn about a topic, they find that questions come up. **Read Aloud: The Pumpkin Book**by Gail Gibbons [Session 2](https://drive.google.com/file/d/1tX04XlASpEe-LMgrm4FfmPNCpfHTABjG/view?usp=sharing) Nonfiction Readers Ask, “What is this book teaching me?” | RI.2.7  **I Can Statement:** I can learn that as readers notice details and put them together to learn about a topic, they find that questions come up. **Read Aloud: The Pumpkin Book**by Gail Gibbons [Session 2](https://drive.google.com/file/d/1tX04XlASpEe-LMgrm4FfmPNCpfHTABjG/view?usp=sharing) Nonfiction Readers Ask, “What is this book teaching me?” |  |
| **Word Study 10:45 – 11:10**  **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.  **Feature Words:** park, smart, card, spark, charm, yard, farm, mark, jar, shark  **Sight Words:**  made, part, over, new, sound | Spelling Test over last week’s words  **Familiar Reading:** Fry Spring Fluency Phrases & Words  **Phonetic Connections**  Unit 20: Day 1 (Variant Vowel /ar/) The student will orally change medial sounds to create new words. The student will listen for the **/ar/** vowel sound. The student will recognize the **/ar/** vowel sound in print. The student will associate the **/ar/** vowel sound with the letters **ar**. The student will blend words that contain the **/ar/** vowel sound. The student will review sight words. The student will spell words containing the **/ar/** vowel sound.    **Materials Day 1:**  Blackline Masters (BLM): 1 and 6; letter cards: **a, r**; picture cards: **star, barn, jar, card**; sight word cards for unit 20, spelling transparency.  **Core Materials:** Poetry Poster: My Dog Bart*,* Decodable Book *Which Part?,* Frieze Card: Variant Vowel /ar/, Student work mats, Build Up Poetry CD | **Familiar Reading:**  Fry Spring Fluency Phrases & Words  **Phonetic Connections**  Unit 20: Day 2 (Variant Vowel /ar/) The student will orally change medial sounds to create new words. The student will listen for the **/ar/** vowel sound. The student will recognize the **/ar/** vowel sound in print. The student will associate the **/ar/** vowel sound with the letters **ar**. The student will blend words that contain the **/ar/** vowel sound. The student will review sight words. The student will spell words containing the **/ar/** vowel sound.    **Materials Day 2:**  BLM 1 and 7, picture cards: **flag, rake, star;** decodable word cards for unit 20, sight word cards for unit 20, focus frames, spelling transparency.    **Core Materials:** Poetry Poster: My Dog Bart*,* Decodable Book *Which Part?,* Frieze Card: Variant Vowel /ar/, Student work mats, Build Up Poetry CD | **Familiar Reading:** Fry Spring Fluency Phrases & Words  **Phonetic Connections**  Unit 20: Day 3 (Variant Vowel /ar/) The student will orally change medial sounds to create new words. The student will listen for the **/ar/** vowel sound. The student will recognize the **/ar/** vowel sound in print. The student will associate the **/ar/** vowel sound with the letters **ar**. The student will blend words that contain the **/ar/** vowel sound. The student will review sight words. The student will spell words containing the **/ar/** vowel sound.    **Materials Day 3:**  BLM 1, 3, and 8, sight word cards for unit 20, spelling transparency.  **Core Materials:** Poetry Poster: My Dog Bart*,* Decodable Book *Which Part?,* Frieze Card: Variant Vowel /ar/, Student work mats, Build Up Poetry CD | **Familiar Reading:** Fry Spring Fluency Phrases & Words  **Phonetic Connections**  Unit 20: Day 4 (Variant Vowel /ar/) The student will orally change medial sounds to create new words. The student will listen for the **/ar/** vowel sound. The student will recognize the **/ar/** vowel sound in print. The student will associate the **/ar/** vowel sound with the letters **ar**. The student will blend words that contain the **/ar/** vowel sound. The student will review sight words. The student will spell words containing the **/ar/** vowel sound.  **Materials Day 4:** BLM 1, 2, and 4, sight word cards for unit 20, letter cards: **a, r**    **Core Materials:** Poetry Poster: My Dog Bart*,* Decodable Book *Which Part?,* Frieze Card: Variant Vowel /ar/, Student work mats, Build Up Poetry CD |  |
| **11:10 – 11:50** | **LUNCH/RECESS** | **LUNCH/RECESS 12:00 – 12:40** | **LUNCH/RECESS** | **LUNCH/RECESS** |  |
| **11:50 – 12:00** | **Number Talks** Making Tens 2 + 5 + 8 4 + 7 + 6 5 + 5 + 8 | **Number Talks**  Making Tens 6 + 4 4 + 9 + 6 6 + 8 + 4 | **Number Talks**   Making Tens 3 + 5 + 7 6 + 5 + 4 2 + 9 + 8 | **Number Talks**   Making Tens 3 + 8 + 7 9 + 1 + 2 4 + 9 + 6 |  |
| **12:00 – 1:20 Math**  **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:** Sprint: Adding to the Teens Exchange to Get to 50 **Application Problem:** Addition, Result unknown **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 4 Hide Zero Cards Base Ten Blocks Bundles of tens, hundreds from Lesson 1 150 straws/16 rubber bands hundreds place value chart whiteboards/math journals | **Math**  **2.NBT.3 Fluency Practice:** Exchange to Get to 100 Meter Strip Addition **Application Problem:** Using Money to Add and Subtract Tens **Concept Development:**  The teacher will instruct students on how to write base ten three-digit numbers in unit form and show the value of each digit. **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 base ten three-digit numbers in unit form and showing the value of each digit. **Resources:** Eureka Math Module 3 – Lesson 5 Meter strip Base Ten Blocks/Dice Bundles of tens, hundreds from Lesson 1 Place Value Box from Lesson 4 Hide Zero Cards | **Math**  **2.NBT.3 Fluency Practice:** Meter Strip Addition Unit Form Counting from 398 – 405 Think 10 to Add 9 **Application Problem:** Take From Start Unknown **Concept Development:**  The teacher will instruct students on writing base ten numbers in expanded form. **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 base ten numbers in expanded form. **Resources:** Eureka Math Module 3 – Lesson 6 Meter strip Hide Zero Cards Bundles of tens, hundreds from Lesson 1 Place Value Box from Lesson 4 Math Journal/Whiteboards | **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 | Professional Development for Teachers  NO SCHOOL |
| **1:20-2:05**  **Science / Social Studies** **Plants** **Vocabulary:** plant, flower, leaf, stem, roots, petal, seed, pollination  **LS2.A: Interdependent Relationships in Ecosystems** **2.LS2.1** Plants depend on water and light to grow. **2.LS2.2** Plants depend on animals for pollination or to move their seeds around. **LS1.B** Growth and development of organisms **I can statements** I can plan and conduct and investigation to determine if plants need water and light to grow. I can develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. I can observe the growth and development of organisms. | **Activity:** The TW read **From Seed to Pumpkin** by Wendy Pfeffer.  <https://www.google.com/search?q=from+seed+to+pumpkin+video&oq=from+seed+to+pum&aqs=chrome.2.0j69i57j0l4.6383j0j7&sourceid=chrome&ie=UTF-8> The T & SW discuss attributes of a pumpkin. The SW label the parts of a pumpkin. Then the SW read a diagram about the parts of a pumkin. Finally, the SW complete “A Day at the Pumpkin Farm.” **STEM Activity:** The TW cut 1 apple into 4 slices. Then, each slice will be put into 4 jars: air, water, vinegar, and oil for observations throughout the week. The class will have 4 lima bean seed cups. Each cup will have a different condition placed upon them. The four conditions are: \*Plant growth with both light and water. \*Plant growth with water but NO light.\ \*Plant growth with light but NO water. \*Plant growth with NO water OR light.  The SW check each day on the process of each of the experiments.  The SW check each day on the process of each of the experiments, and document in their science journal | **Activity:** The TW read **How do Apples Grow** by Betsy Maestro.  <https://www.youtube.com/watch?v=6fDE15B9Irs>  The T & SW discuss attributes of an apple. The SW label the parts of the apple. The SW complete “How do Apples Get to You: comprehension passage. **STEM Activity:** The TW cut a pumpkin and discuss the parts of a pumpkin. Then, the pumpkin will be left to sit on a tray and begin the decomposition process. The TW show a youtube video of a rottening pumpkin.<https://youtu.be/TyvN59L4hJU>The SW check each day on the process of each of the experiments, and document in their science journal | **Activity:** The TW read **Growing Apples and Pumpkins** by Amy and Richard Hutchings.  <https://www.youtube.com/watch?v=wTWVKAcLnQg>  The SW compare and contrast apples and pumpkins. They will make a fold-able where they will list how they are different and the same.  The SW complete “Apples All Around” comprehension passage.    STEM Activity:  The SW check each day on the process of each of the experiments, and document in their science journal. | **Dismiss at 1:40 for P/T conferences**  **Activity:** The SW watch a **Brainpop video about Johnny Appleseed** and complete the quiz and comprehension passage.  STEM Activity:  The SW check each day on the process of each of the experiments, and document in their science journal |  |
| **2:05 – 2:45 Activity Class** | **MUSIC** | **PE** | **MICRO** |  |  |
| **2:45 – 3:00** | Dismissal Preparation Launch | Dismissal Preparation Launch | Dismissal Preparation Launch | **PARENT-TEACHER CONFERENCES 2:30 – 8:30** |  |
| **3:00** | **Dismiss walkers, car riders, van riders, and after school program.** | **Dismiss walkers, car riders, van riders, and after school program.** | **Dismiss walkers, car riders, van riders, and after school program.** |  |  |
| **3:05** | **Dismiss first group of bus riders.** | **Dismiss first group of bus riders.** | **Dismiss first group of bus riders.** |  |  |
| **3:15** | **Dismiss remainder of the bus riders.** | **Dismiss remainder of the bus riders.** | **Dismiss remainder of the bus riders.** |  |  |
| **Lesson Plans and times are subject to change.** | **Duty 7:25 Cafeteria** | **PLC** |  |  |  |