Mon. Oct. 10th

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| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Reader's Workshop** | FOCUS LESSON  Grade 2 Reading  **Title:** Retelling Texts: Characters – Day 26  **Content Objective:** 2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  **Language Objective:** With teacher modeling, analyze a character from a story using acharacter web.  **Materials:**  Charlotte’s Web by EB White  or another book that lends itself to discussions of characters.  “Character Web” smart notebook file  **Instructional Plan:**   1. **We will spend the next few weeks learning how to retell a fiction text.** *Write “Retell” on the board or on chart paper.*  **Retelling a story means to explain all of the elements of a story in detail after reading. Good readers read carefully so they can retell a story after reading.** 2. **Fiction texts have several elements that good readers look for when reading.** *Do a quick review of story elements using the STORY ELEMENTS NOTEBOOK.* **The first element of a fiction text that we will talk about is “characters”. Characters are the people or animals in a fiction text. Good readers learn details about characters from a text. Good readers learn what characters look like and how they act.** 3. **Today I am going to read another chapter from Charlotte’s Web. This chapter is called “whatever chapter you choose to read today ☺” While I am reading, my brain will be working to learn as much as possible about Fern . After I read, I will use a graphic organizer called a Character Bubble Map to show what I learned about the character.** *Read aloud from Charlotte’s Web,* 4. *Place the “Character Web” chart*. Pictures have been included in the Teacher’s Key. IF you would like you can show the students the key with the pictures to help students who may need help with making connections with Fern even though the class has been reading about her recently. **This is a Character Web. The character I learned about is Fern, so I will write her name in the center of the web.** *Write “Fern” in the center of the web*. **I will record the information I learned about Fern around the center of the web. What did I learn about how Fern looks and acts?** 5. *INDEPENDENT PRACTICE: TSW read a just right book and make a character web from a character in their book.*   *Closure:* **By paying attention to the characters in a story you can better understand and enjoy fiction. One way to focus on characters is to use a character web. Today I showed you how to use a character web to record the details you learn about a character.** |
| **9:20/9:30-10:05 WOW (Starts later on)** | **Word Study Quiz! Word Study Group!** |
| **10:05-10:45 Writer's Workshop** | Mini-lesson:   * Talk to students about illustrations. Show some pages of previous read alouds. Discuss how much or little white there is on each page. * Today, if students are done rewriting, they can start on their illustrations.   Student Engagement:   * Students continue publishing. * Students add illustrations |
| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.**  **Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** | |  |  | | --- | --- | | 1.03 | Create, model and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form). | | 1.04 | Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies. | | 1.04a | Strategies for adding and subtracting numbers. | | 1.05 | Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds. |   **Lesson 1.22: Add Three Numbers**  **Vocabulary:**   |  |  | | --- | --- | | math mountain | a visual representation of the partners and totals of a number. | | switch to partners | to change the order of the partners in an addition equation. | | teen number | numbers made up of one ten and some ones. |   **Materials: Workbook pg. 67 smart notebook file on BB**  **MINI-LESSON:**   * Write an addition exercise with three addends on the board (sum less than 10). You may follow TG pg. 150. * Ask students to share different ways to find the total. * Facilitate Math Talk on the different combinations used. * Write an addition sentence with three addends on the board (sum is more than 10). Still on TG pg. 150. * Ask students to share different ways to find the total. * Facilitate Math Talk on the different combinations students used to solve the equation. Top of TG pg. 151. * Ask students to suggest a Math Mountain that has a teen total. * Ask students to share their strategies. * Facilitate Math Talk on the various Math Mountains and patterns. * Emphasize that patterns in Math Mountains help students to remember sums.   **Independent Practice:**   * Workbook pg. 67. Circles—only do #1-3, Triangles—partners, Squares—independent * Journal Prompts * Activity Cards   **Homework: HW&R pg. 43-44** |
| **1:05-1:50 Specials** | **Mrs. Ferrel - Art** |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** | **Exploring Vibrations ( LESSON 4 Part 2) DRUMS**   * **FOCUS QUESTION:** How do vibrations cause sound?  How can changes in vibration change sounds?  | **Concept/Vocabularly Word** | **Definition** | | --- | --- | | tuning fork | a small instrument with two prongs which, when struck, sounds a certain fixed tone in perfect pitch |  * Divide students into groups and demonstrate how to make a drum with the balloon, rubber band, and can. * Direct students to make a drum and use it to make as many different sounds as they can. * Direct students to use sand to observe movements in the drum head. * Encourage the students to explore with making the sand move more or less and what happens when you set the drum down on a solid surface. * Prompt students to describe their observations of the drum in their notebooks. * Gather students together to share their observations in a class discussion. * Demonstrate sand moving on a paper plate on top of a CD player and discuss how sound is related to vibrations. * Review the Sounds chart and discuss sounds made by things visibly vibrating. * Ask the children if they have any questions about sound. Record their questions on the chart. |
| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.**  **Students pack up agendas (Put names, teacher, and number in agenda).**  **Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses** **2:55 Walkers/Vans/Taxi** **3:00 YMCA** **3:00-3:15 Buses** | **Bus students sit in rows first.**  **YMCA students sit 2nd**  **Walkers/Taxis sit 3rd**  **Carpool sits 4th** |

Tues. Oct. 11th

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| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Reader's Workshop** | FOCUS LESSON  Grade 2 Reading  **Title:** Retelling Texts: Characters  **Objective:**  2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  **Materials:**  Charlotte’s Web  “Character Web” from yesterday on SMART NOTEBOOK  **Instructional Plan:**   1. **Yesterday we learned that good readers retell details about characters from a text. I showed you how to use a “Character Map” to show the details you learn about a character.** 2. **I am going to read more from Charlotte’s Web. The pages I will read give more information about Fern. While I am reading, listen carefully to learn more details about Fern. While I read, you will record the new information you learned about Fern on a sticky note.** *Read aloud from Charlotte’s Web.* 3. **Today we will add information about Fern to the character web I started yesterday.** *Sort ideas/responses on an affinity. Then, write new traits on the web.*   INDEPENDENT PRACTICE: TSW add details to their character map from yesterday in their RRJ   1. *Closure:* **Good readers learn details about characters from a text. A character web is a good tool to record the details you learn about a character. As you read use a character web to record details you learn about a character.** |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | 4.061 – Create pre-writing plans by either listing or drawing  4.071 – Create a plan before writing to organize your thinking.  Mini Lesson:   * We have been learning how a good writer writes a draft from a plan, adds on to choppy sentences, and rereads the draft to check for complete sentences. We have, also, learned the structure of writer’s workshop and how writing will run daily. We will now use that structure in our new writing unit. * Today we will look more at writing stories that relate to events in our lives. * **Today I want to teach you that** stories about our lives are called personal narratives.I also want to look at why we don’t want to write stories that sound list- like or have too many events with no details.I will show you how to use a watermelon picture to help you choose a small moment story topic. * **Display the example of a large moment story that was written prior to the lesson. Read it to the class.** (Ex. I went to the beach. While I was there, I swam in the ocean. I also made a sand castle. Then I buried my dad in the sand. We ate lunch and then went home.) * I just read you a story about a day at the beach and some of the things that I did while I was there. At the beginning of the year, we learned how to write lists. My story, at this point, sounds very list-like. I don’t really give you any details about any one of the events. This moment is too big. It can be called a many moments story. * A good writer will write in a way that allows the reader to feel as if he/she were there experiencing each part. * In personal narrative writing, we want to write what are called small moment stories as opposed to many moment stories. * In order to do this, we will zoom in on one small part of that large moment. I am going to show you how we can use a watermelon picture to help us get started with our small moment stories. * **Draw a watermelon with 4-5 seeds**(needs to be large enough to write on). **On the rind, write the large moment topic**(Ex. Beach). **On each seed, write a small part.** (Ex. Swimming in ocean, making a sand castle, burying dad in the sand, and eating lunch). * When I first wrote my story, it was too big. It was a many moment story or a watermelon story. I have now taken that big story and broken it down into the main parts. * I could now take one of these seeds and create a new story just about that one part of my beach trip. This will allow me to give my reader more details about what was happening. * **Think aloud choosing which of the seeds you want to pick and why.**   (Ex. I think I’d like to write about swimming in the ocean. I chose this because, while I was swimming, I saw a school of dolphins swimming by. I’d like to be able to describe this more.)  Active Engagement:   * Tell partner your idea for a watermelon story. Let each partner have an opportunity to do this. * List on your fingers, 4-5 small events of that watermelon story. * Tell your partner which one small event that you will be choosing to write a small moments story on.   Independent Practice:   * Have the students go back to their seats. * Pass out a pre-made watermelon template. * Ask the students to write their watermelon topic (big moment) on the rind. * Have the students write 1 event per seed based on that watermelon topic.   Have them circle the seed that they would like to write a story on. They should be instructed to choose the one that stands out the most to them and would be a story that they could write lots of rich detail.  Share   * Have students share out their watermelon plans. |
| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.**  **Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** | **Math Assessment –**   * Workbook pg. 61 (parachute drop) |
| **1:05-1:50 Specials** | **Mrs. Ferrel - Art** |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** | **Exploring Pitch with Drums (Lesson 5 Part 1 pgs 81-88)**  **FOCUS QUESTION:** What is pitch and how can it be changed using a drum head?   | **Concept/Vocabularly Word** | **Definition** | | --- | --- | | pitch | the “highness” or “lowness” of a sound, determined by frequency | | tension | the stress to a material causing extension of the material; tension is increased by pulling or making tighter | | timbre (quality) | quality |   Direct students to get the drums they made in the previous lesson and ask volunteers to demonstrate the two drums.  Compare and contrast the sounds from the two drums.   Lead students to understand that the difference in highness or lowness of a sound is called pitch.   * Review the Sounds chart and decide which sounds have a high pitch or a low pitch. * Guide students to order drums by pitch. * Ask students for their ideas about why the drums have different pitches and what makes the pitch high or low. * Divide the students into groups of four. * Direct them to make new drums with material provided.  (At least 4 drums per group.) * Circulate the classroom to provide assistance and challenge students to make their drums have different pitches. Encourage students to experiment and find alternate ways to change the pitch of their drums. * Lead a class discuss for students to share how they achieved a change in pitch.   Encourage students to experiment and find alternate ways to change the pitch of their drums. |
| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.**  **Students pack up agendas (Put names, teacher, and number in agenda).**  **Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses** **2:55 Walkers/Vans/Taxi** **3:00 YMCA** **3:00-3:15 Buses** | **Bus students sit in rows first.**  **YMCA students sit 2nd**  **Walkers/Taxis sit 3rd**  **Carpool sits 4th** |

Wed.. Oct. 12th

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| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Reader's Workshop** | FOCUS LESSON  Grade 2 Reading  **Title:** Retelling Texts: Setting – Day 28  **Objective:**  2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  **Materials:**  “What is setting?” t-chart (place on left, time on right)  Book of your choice or Charlotte’s Web.  **Instructional Plan:**   1. **We already learned that one important part of a fiction text or story is characters. Today we will talk about another important element of fiction texts: setting. Setting is the place and time where a story happens.** 2. **The first part of setting is PLACE. Every story happens in a place. Do you remember any places from stories we’ve read? Chrysanthemum, Amazing Grace, Ira Sleeps Over, etc.?.** 3. **The second feature of setting is TIME. A story can happen at a specific time of day, during a season of the year like fall, or a on a special day.****Raise your hand if you have another idea of a time when a story can happen.** 4. **Say to the class: Since we have been reading Charlotte’s Web, let’s think about the setting of the story.** 5. **Make a t-chart and complete it with details about the setting of Charlotte’s Web.** 6. *Closure:* **Setting is an important story element that means the time and place where a story happens. When you read, look for words and pictures that let you know the setting of the story.**   INDEPENDENT PRACTICE: The students will work with a partner and make a t-chart about setting. They will reread the story *Henry and Mudge and the Starry Night* on pg 133. As they read, they’ll record details about setting.  REFLECT: Have students share about the settings of their books. |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | 4.061 – Create pre-writing plans by either listing or drawing  4.071 – Create a plan before writing to organize your thinking.  **Small Moments - Planning**  Mini Lesson:   * We have learned how to choose a topic for a small moment story. We talked about how good writers don’t want to choose a topic that is too big (you could refer back to the watermelon story you wrote as an example). We want to zoom in and focus on a smaller part (like the seed). We also learned that good writers choose topics that are important to them. * Today I want to teach you how to plan what you will write about your topic. * Today we will begin by thinking through what we will write before we actually use our pencils to write the words. * Do you remember the seed I chose from my watermelon? * I now need to begin the process of taking that seed idea and turning it into a story. * I need to first think about what happened while I was swimming. I will start my story from when this moment began. Let me show you.   EXAMPLE:  Let’s see. What happened first when I went swimming in the ocean?  \*My sister and I walked into the water (Hold up one finger).  And then,  \*We jumped around and splashed in the waves (Hold up a second finger).  After that,  \*My sister looked up and saw dolphins (Hold up a third finger).  Then,  \*We watched them swim by us (Hold up a fourth finger).  Last,  \*We got out of the water to go to tell our parents about what we had seen (Hold up a fifth finger).   * Stress to the students that a good small moment story would need to have at least 3 events. Also, we should try not to have more than 6(Usually children who have too many parts of their small moment story still have too large of a story idea and need to work to break it down into smaller parts). * Introduce the small moment planning flow-chart. Model for students how to sketch on the left side of their plan flow-chart. Sketching is not drawing! We don’t use color On the right side they will write matching words in bullet form.   Student Engagement   * Students will tell their story across their fingers to a partner   Independent Practice   * Students will sketch their plan for their small moment on their flow chart and write words to match.   Share  Students will share their plans with their table groups. |
| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.**  **Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** | |  |  | | --- | --- | | 2.01 | Estimate and measure using appropriate units.  2.01b Temperature. |   **Alignment Lesson: What’s The Temperature?**  **Vocabulary:**   |  |  | | --- | --- | | Fahrenheit | relating to a thermometric scale on which under standard atmospheric pressure the boiling point of water is at 212 degrees above zero of the scale, the freezing point is at 32 degrees above zero. | | temperature | degree of hotness or coldness measured on a thermometer. | | thermometer | an instrument for determining temperature. |   **Materials: copies of thermometers laminated, “Help These Kids” file on BB, copies of “Name That Temperature” for each student (homework)**  **MINI-LESSON:**   * Discuss with students how we determine temperature. “Where do you hear people discussing temperature?” “How do you know whether to wear shorts or a sweater or whether or not you need to bring an umbrella?” (Using Math Talk) * Show students- “What’s the Temperature?” (Teacher will need to laminate this page so it can be reused for models or by students in centers; we will make 6 copies per teacher for you to laminate). Discuss the blank thermometer, determining what it is ‘counting by’ (begin with thermometers that count by 2s) * Color in the thermometer (one per table) with a dry erase marker so it reads 32°F. Discuss that since there is not much colored in that means the temperature is low and it is colder. Discuss with students what they might wear in this type of temperature. * Repeat with 60°F, 80°F, and 100°F. For each, guide students to notice that the higher the ‘colored portion’ the hotter the temperature. Have students take turns coloring in the thermometers. * Guide students to problem solve with you as you complete the “Help These Kids!” on the front board.   **Independent Practice:**   * Have students practice reading thermometers using the “Is It a Nice day?” worksheet. Circles—working with you, Triangles and Squares—independently * Journal Prompts   **Homework: “Name That Temperature” worksheet** |
| **1:05-1:50 Specials** | **Music – Ms. Kesee** |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** | **Exploring Pitch with Drums (Lesson 5 Part 2 pgs 81-88)**  **FOCUS QUESTION:** What is pitch and how can it be changed using a drum head?   | **Concept/Vocabularly Word** | **Definition** | | --- | --- | | pitch | the “highness” or “lowness” of a sound, determined by frequency | | tension | the stress to a material causing extension of the material; tension is increased by pulling or making tighter | | timbre (quality) | quality |  * Gather students for a class discussion and have them bring notebooks and drums. * Select a student to demonstrate the drums from highest to lowest pitch.  Ask a volunteer to explain how the group made the drums with higher or lower pitches. * Pose questions to encourage students to make comparisons between the pitches and drums. * Invite each group to share its experiences. Lead students to understand tightness or tension affects pitch.) * Direct each group to choose one drum to put in front of the class.  As they do so, have students put the drums in order of pitch from highest to lowest. * Lead a discussion as to why each drum might have a different sound.  (size, tension, materials used, etc.) Help students understand that while the pitch on a drum might be the same, the timbre or quality of the sound may differ. * Ask students if they have any questions about sound. Record their questions on the chart. |
| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.**  **Students pack up agendas (Put names, teacher, and number in agenda).**  **Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses** **2:55 Walkers/Vans/Taxi** **3:00 YMCA** **3:00-3:15 Buses** | **Bus students sit in rows first.**  **YMCA students sit 2nd**  **Walkers/Taxis sit 3rd**  **Carpool sits 4th** |

Thurs. Oct. 13th

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| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Reader's Workshop** | FOCUS LESSON  Grade 2 Reading  **Title:** Retelling Texts: Setting- Day 29  **Objective:**  2.17 Retell fiction with leveled text (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  **Materials:**  “Story Setting” t-chart; Snowy Day or book of your choice  **Instructional Plan:**   1. *Display “Story Setting” t-chart on Smartboard*. **I will start by reading the first two pages of The Snowy Day. After I read, I will record the information I learn about the time and place of the story.** *Read the first two pages of The Snowy Day aloud. Think aloud as you record ideas on the T-Chart.*   The first sentence says “One winter morning…” That gives information about the time of the story. I will record it in the time column. I then read, “Peter woke up and looked about the window.” From those words and looking at the picture, I think Peter is in his bedroom. That tells the place of the story. I will record that information in the place column. Page two says, “he put on his snowsuit and ran outside.” I will record outside in the place column. This story started in Peter’s house, but the place changed to outside.   1. **Now I am going to read the rest of the story. Raise your hand when you learn new information about the setting.** *Read aloud the remainder of The Snowy Day, pausing to record student ideas on the tchart. .* **From looking at these details, I know that the setting of The Snowy Day is inside and outside Peter’s house from one winter morning until the next morning.** 2. *Closure:* **Good readers retell details about the time and place of a story to learn the setting. When you read stories, look for details about time and place to learn the setting.**   **INDEPENDENT PRACTICE: SW make a setting tchart in their RRJs and record the information from their just right books. Allow students time to share with a partner at the end of reading.** |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | 4.101 Write a variety of different types of texts.  **Small Moment- Drafting**  Mini Lesson   * Model for students how you *use* your plan to draft your small moment story. (We will have another lesson next week about details, so do not push it too much today). * Students need to get in the habit of using their plan to help them draft. Their plans should not be in their folder while they are writing their draft. Model what this looks like.   Independent Practice   * Students will begin drafting their small moment story using their flow chart to help them.   Share  Was it helpful to use your flow-chart when you were drafting? Why? |
| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.**  **Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** | **Unit 2 pre-test, smart math with partners – greater than/less than with 3 digit numbers** |
| **1:05-1:50 Specials** | **Music – Ms. Kesee** |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** | **Pitch and Size (Lesson 7 Part 1 pgs 107-117)**   * **FOCUS QUESTION:** How does size affect pitch?   NO NEW VOCABULARY  **Introduction:** Gather students together with their science notebooks to review what they have learned about pitch so far.  Discuss statements made on Questions and Answers chart and evaluate for accuracy based on what students have learned so far. Invite students to come up with other factors that might affect pitch.  If they come up with size, let them know that today they will experiment with how size affects pitch.  Other suggestions can be recorded on the chart for future research.   * Divide the class into groups. * Direct students to string the medium and large size washers on separate strings and (a) explore different ways to make sound, (b) compare the sound of two different sizes of washers, and (c) describe their findings in their notebook. * Prompt students to predict the kind of sound the small washers will make. * Then direct students to add small washers to the investigation. * Circulate the classroom and encourage students to compare the sounds the washers make. * Call students together and to summarize their findings and share them with the class. * Show students a paint stirrer and explain the challenge of holding five stirrers so they make sounds with five different pitches. * Prompt students to record their ideas to complete the challenge in their science notebooks. |
| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.**  **Students pack up agendas (Put names, teacher, and number in agenda).**  **Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses** **2:55 Walkers/Vans/Taxi** **3:00 YMCA** **3:00-3:15 Buses** | **Bus students sit in rows first.**  **YMCA students sit 2nd**  **Walkers/Taxis sit 3rd**  **Carpool sits 4th** |

Fri. Oct. 14th

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| --- | --- |
| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Reader's Workshop** | **Objective:**  2.17 Retell fiction with leveled text (at least 17-18) including plot, major events, problem/solution, author’s message, **setting**, character(s), and connections  MINI-LESSON   * Reading a book is like watching a movie of the story. Readers need to have a pretend movie screen in their heads so they can watch the story. It makes readers feel like they’re actually there in the book. * Sometimes when we read, it is helpful to stop and imagine what we might hear, see, taste, smell and feel. This is how readers visualize or make a mental image. * We should use our senses as we read. If the setting is in a classroom, we could imagine what it might sound like. If the characters go to the cafeteria, careful readers can practically smell it as they read. * Model for your class how to use your senses as you read in relation to setting using a book of your choice (Chrysanthemum, Wemberly Worried, First Day Jitters, Crazy Hair Day, or Charlotte’s Web). Use the setting bubble map on the Smart Notebook file.   PARTNER PRACTICE: The students will work with a buddy to complete a setting visualization bubble map.  As a class, discuss the sensory details about setting that the students noticed. |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | 4.101 Write a variety of different types of texts.  *Minilesson:*  *We have been learning how to take a many moments story and break it up into small moment story ideas. We also learned how to stretch our story over our fingers and the pages. Then we sketched a picture that depicted what happened in each part of the small moment.*  *Our small moment stories are off to a great start. We talked about finding a small moment using the watermelon example to help us. Let’s take a look at how a real author uses small moments.*   * **Read a book such as A Chair For My Mother by Vera B. Williams or Owl Moon by Jane Yolen that has great examples of details.** * **After reading, go back through the book and discuss what the focus of the book is.** (Ex. In Owl Moon, the little girl and her dad are going owl watching). * *I want to go back and look at one specific part of the story. Let’s look at the beginning. Look at what detail the author used to describe that part.* * **Refer back to the teacher’s example of a small moment story started in previous lessons.** * *A good writer will think about the most important part of the story and adds details to that part. What do you think that the most important part of my moment is? (Seeing dolphins swim by when playing in the ocean)* * **Think aloud**: * *What else do I remember about that part? What did I hear, smell, feel, see etc.? I remember that there were 6 dolphins. I also remember that they were popping up and down from the water. My sister was yelling, “Look, look!” I now want to take those details and add them into my story.* * **Discuss how a good writer will use details that allow the reader to feel as if he/she was actually there in that moment.**   Many times this is a point that the students realize that they could zoom even further in to this moment and break it into even smaller parts.  Status of the Class:   * Take a quick survey of how many students are still pre-writing and those that are in the drafting stage   Independent Work:   * Students will find the most important part of their small moment story and think about what details to add. * Students can continue listing and choosing small moments on their watermelon * Students can continue planning their stories   *Share:*   * *Tell your writing partner…* * *What the most important part of the small moment is.*   *What details you want to write about that part.* |
| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.**  **Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** | |  |  | | --- | --- | | 1.04 | Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.  a) Strategies for adding and subtracting numbers. | | 2.01 | Estimate and measure using appropriate units.  a) Length (meter, centimeters, feet, inches, yards). |   **Lesson 2.1: Rulers, Lengths, and Partner Lengths**  **Vocabulary:**   |  |  | | --- | --- | | centimeter | a metric unit of length equal to 0.01 meter. | | horizontal | parallel to the horizon; going straight across. | | length | smallest amount of fewest. | | line segment | a part of a line that has two endpoints. | | partner length | two lengths that add up to another length. | | vertical | straight up and down. |   **Materials: rulers, workbook pg. 73 smart notebook file on BB, workbook pg. 74 smart notebook file on BB, workbook pg. 76 smart notebook file on BB**  **MINI-LESSON:**   * Hold up a ruler and ask children to describe it. Use Math talk. What do people use rulers for? What else have you seen or used that looks like a ruler? * Draw a 21 cm line segment on the board. If I measure this line with my pencil and tell you that it is two pencils long, will you know the length of this line in centimeters? Explain that the lengths between the lines on their rulers are called centimeters. Some rulers have inches, some have centimeters, and some have both. * Look at the 1-cm line on student workbook pg. 73 (smart notebook file). Introduce the idea of marking line segments with 1-cm length. Discuss how you can make a 6 cm line by counting the 1-cm line segments. * Guide students through steps involved in finding the partner lengths of the 6-cm line segment using Student workbook pg. 76. * Demonstrate making partners using the line segment. * Lead discussion and math talk on the relationship between marks and lengths on the ruler. TG pg. bottom 169-170. * Discuss patterns on the line segment with the students and facilitate math talk for labeling a ruler TG pg. top of 2nd column 170   **Independent Practice:**   * Student workbook pg. 74. * Journal Prompts * Activity Cards   **Homework: HW&R pg. 47-48 (there should be rulers in the students’ agendas to use with homework)** |
| **1:05-1:50 Specials** | **Music – Ms. Kesee** |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** | **Free Choice – Sharpen the Saw – Students finish work –in -progress** |
| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.**  **Students pack up agendas (Put names, teacher, and number in agenda).**  **Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses** **2:55 Walkers/Vans/Taxi** **3:00 YMCA** **3:00-3:15 Buses** | **Bus students sit in rows first.**  **YMCA students sit 2nd**  **Walkers/Taxis sit 3rd**  **Carpool sits 4th** |