Mon. Oct. 24th - Video Conference in afternoon! Time TBA

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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 Guided Reading Stations** | Mrs. Black Teaches  Possible Time – To go to computer lab to create sound slideshows |
| **9:20/9:30-10:05 Reader’s Workshop** | **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:**  Miss Nelson is Missing  Story kite materials:   * Construction paper (we will get a parent volunteer to cut out paper squares for this project) * String * Markers   Review the story Miss Nelson is Missing. Record the characters, setting, problem, and solution. (MAIN PROBLEM, MAIN SOLUTION)   * Characters: Miss Nelson, class, Principal, Detective McSmogg, Viola Swamp * Setting: Miss Nelson’s classroom during the school day. * Problem: The chidren are misbehaving at school. * Solution: Miss Nelson, disguised as Viola Swamp, is very strict with the kids to make them behave. * Show the students your example story kite and how it includes all of these story elements. * Explain that on the tail of the kite, you will put your reactions to the text on the bows. (I was excited when…, It surprised me when…., etc…) Don’t show the kids your reactions. Have the kids do their own thinking and record on their own bows.   TSW make a story kite. |
| **10:05-10:45 Writer's Workshop** | Unassisted Writing Sample   * Give each student a planning flow chart and have them sketch and write a **small** **moment** story. Remind them that sketches are fast, they’re not like illustrations.   Students should begin drafting as well. |
| **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** | |  |  | | --- | --- | | 1.01 | Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies  a) Connect model, number word, and number using a variety of representations | | 1.03 | Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form) | | 1.05 | Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, making tens and hundreds | | 5.02 | Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities |   **Lesson 3.1: Change Plus and Change Minus Story Problems**  **Vocabulary:**   |  |  | | --- | --- | | change minus story problem | a problem that begins with a given quantity which is then modified by a change – something that is subtracted – that results in a new quantity | | change plus story problem | a problem that begins with a given quantity which is then modified by a change – something that is added – that results in a new quantity |   **Learner Objective: We will represent and solve change plus and change minus story problems.**  **Materials: “math oct 24-28” smartboard file, Mathboards**  **MINI-LESSON (TG pg. 196-198 ):**   * Introduction—Ask students to solve this problem (on Smartboard file): George and Sam bought some bubble gum. George bought 10 pieces of bubble gum. Sam bought 9 pieces of bubble gum. How many pieces of bubble gum did they buy together? * Looking at Student workbook pg. 89 (smartboard file), have a volunteer read the first problem out loud and retell the problem in their own words. Discuss the meaning of a change plus problem. Ask students to solve this problem on their own Mathboard. * Ask children to discuss their solutions with the class. How did you get 7 more? Why did you start with 5? Why did you put the 12 there? How did you know 7 was a partner? How did you know 12 was the total? Where did you get 5+2? * Have a volunteer read the second problem out loud and retell the problem in their own words. Discuss the meaning of a change minus problem.   **Independent Practice:**   * **Finish Student workbook pg. 89 (circles with you, triangles in partners, squares independently)** * **Journal Prompts** * **Activity Cards**   **Homework: HW & R pg. 55-56; there is also a parent letter that you might want to send home with your students on workbook pg. 91-92.** |
| **1:05-1:50 Specials** |  |
| **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** | |  |  | | --- | --- | | 4.01 | Demonstrate how sound is produced by vibrating objects and vibrating columns of air. | | 4.02 | Show how the frequency can be changed by altering the rate of the vibration. | | 4.03 | Show how the frequency can be changed by altering the size and shape of a variety of instruments. | | 4.04 | Show how the human ear detects sound by having a membrane that vibrates when sound reaches it. | | 4.05 | Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords. | |  |  |  | **Concept/Vocabularly Word** | **Definition** | | --- | --- | | timbre | quality; the unique characteristic of a voice or musical instrument that distinguishes its sound from another |   Gather students together and ask them to listen to the sounds you are going to play for them.  Play a sound from the CD and ask students to identify it.  Record their guesses on the board.  Then play the student’s voice that was recorded before class.  Challenge students to guess whose voice it is and record their guesses on the board.  **Review:**   Compare three of the drums from earlier lessons.   Compare string instruments from earlier lessons to the drums.   Review the meaning of the words “timbre” or “quality”.  **Engagement:**   Direct students to draw pictures that represent the sounds they have just heard.   Play music for the students and direct them draw pictures that represent this music.   Gather students and have them share their drawings.   Challenge students to add to a list of descriptive words for sound.   Ask the children what questions they may have about the quality of sound and record them on a chart.  **Questions to ask:**   If you wanted to describe this sound [on CD] to someone else, what words would you use?   What are some words that describe that describe how this sound is different from other sounds?   What is at least one word that describes this voice [on tape]?   What makes you think this is \_\_’s voice and not \_\_’s or another person's?   What is special about \_\_’s voice that makes it different from other voices?   Who can tell me which drum was the chamois drum? The vinyl drum? How can you tell?   What words would you use to describe how these drums sound the same and how they sound different?   Which sound is the string and which is the drum? How do you know?   What are some words that describe how the sound of the string is different from that of the drum?   Have you tried different colors [in your drawing]?   Have you tried listening for individual sounds in the music? What colors or shapes does each remind you of?   How could you use shapes [in your drawing] to represent the music?   Did you represent the qualities of individual sounds in the music or of the overall sound of the music? What individual sounds did you draw?  **Guided Practice Strategies or Activities:**   Students distinguish and describe individual sounds on a CD.   Students compare and describe the quality of sounds made with their instruments.   Students draw pictures that represent sounds and music.   Students share their drawings with the class during a class discussion.   Students contribute more descriptive words for the qualities of sounds in the music.  **Independently:**   Students make a science notebook entry titled “My Favorite Sound Qualities” and  list the types of sound qualities they like the most. |
| **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. 25th

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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 Guided Reading Stations** | **Sound Slideshows! In the computer Lab** |
| **9:20/9:30-10:05 Reader’s Workshop** | FOCUS LESSON  Grade 2 Reading  **Title:** Retelling Texts: Recognizing Author’s Message – Day 36  **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:**  *Mufaro’s Beautiful Daughters* or a book of your choice  Instructional Plan:   1. We all learn lessons everyday. For example, when you throw a ball in the house and it breaks a lamp, you learn that throwing a ball in the house is a bad idea. When you stay up late on a school night and have trouble staying awake during school the next day, you learn that going to bed on time is important. Hopefully, learning lessons helps you avoid making the same mistake again. Turn to a partner and share a lesson that you’ve learned. *Allow 2 minutes for students to share lessons learned with partners.* 2. Sometimes an author writes a story to teach a lesson that we can use in our lives. We call the lesson an author teaches the author’s message. Today we will learn how to find the author’s message in a fiction text. 3. There are questions that help a reader find the author’s message:  * What did the characters in the story learn? * How could I use the lesson in my life?   **MUFARO'S BEAUTIFUL DAUGHTERS**  *by John Steptoe*    ***Reading Level: Ages 4-8***  Mufaro's Beautiful Daughters  *Fairy tales are great stories for helping students work out complicated moral issues in a make-believe context. The Cinderella story has a universal theme of an under-appreciated, kind, and honest child who finally gets what she deserves. Found in countries all around the world, the same story plays out in different contexts. Mufaro’s Beautiful Daughters is a Cinderella story from Africa in which kindness, generosity, honesty, and love are rewarded and selfishness is punished. A related lesson in the story is found in how the kind daughter responds to the teasing and abuse from her cruel sister*.  Before Reading  **ASK**: Is it important to be kind even if no one knows it was you who did the kind act? Discuss/think of some kind acts that could be done without letting others know you did them. Why would you want to keep it a secret?  **SHOW**: The front and back covers of the book and talk about where and when this story might take place. How does it look different from your area? Encourage predictions and creative observations.  **CONNECT**: We are going to read a story about two beautiful daughters one of whom may marry a king if she is worthy. I wonder what a king would be looking for? How can he be sure he picks the right one?.  During Reading  **ASK**: Stop several times to ask the student to predict what might happen next. Ask him or her to describe each sister.  **SHOW**: Discuss the artwork and notice the different types of wildlife that are seen on each page. “In what ways does the environment in the book look different from your own area?”  **CONNECT**: No one can see the selfish and selfless acts of the daughters in the woods. Why does each one act the way she does?  After Reading  **ASK**: When do you think the king decided that Nyasha was the one to become queen?  **SHOW**: Nyasha entered the chamber even though her sister warned her there was a monster inside. Look at her face and hands when she sees the snake. What can you tell about Nyasha from this picture?  **CONNECT**: Notice all the people watching the new queen on the last page. Why would the king want to make sure his country’s future queen was not selfish?  Independent Practice   1. Discuss and make a list of some ways that you can show kindness to people you live with, friends, and strangers.    * Are the acts of kindness the same for each group of people?    * Be sure to think of small acts of kindness as well as a bigger act that may involve some time and giving up an opportunity for yourself.    * Make a plan to do some of the things on your list.    * After some time, come back to talk about the list again. Did you do some of the things you planned? How did you feel? How did the people you were kind to react?    * Can you add some ideas to your list?   INDEPENDENT PRACTICE: The students will write how they can use this lesson in their own life.  I can use the lesson\_\_\_\_\_\_\_\_\_\_\_\_ by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **10:05-10:45 Writer's Workshop** | Continue Unassisted Writing Sample   * Students continue drafting * Students begin revising with a purple pen. Have all the resources out for them to use: Be More Descriptive Chart, Vocabulary Paint Cards, Senses Chart |
| **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** | |  |  | | --- | --- | | 1.01 | Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.  a) Connect model, number word, and number using a variety of representations | | 1.03 | Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form) | | 1.05 | Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, making tens and hundreds | | 5.02 | Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities |   **Lesson 3.3: Collection Problems**  **Vocabulary:**   |  |  | | --- | --- | | collection story problem | addition problems of three types: 1) putting things together (putting two kinds of flowers in a vase) 2) separating a collection of things (putting some books on a shelf and some in a desk) 3) static, no action occurs (some windows are open, some are closed) |   **Learner Objective: We will solve collection story problems and tell the difference between “change” and “collection” story problems.**  **Materials: “math oct 24-28” smartboard file, Mathboards**  **MINI-LESSON (TG pg. 208-210):**   * Ask students to solve this problem (on Smartboard file): Jason put 4 large plates and 8 small plates on the table. How many plates are on the table in all? * Does anything change in the problem? * What question does the problem ask? * Are we looking for a total or a partner? * Have volunteer students draw and solve the problem on the board while others draw and solve it on their Mathboards. * Ask students to solve this problem (on Smartboard file): Jason put 4 large plates and some small plates on the table. Altogether he has 12 plates. How many plates are small? * Does anything change in this problem? * What do we have to find out? * Are we looking for a total or a problem? * Have children discuss, draw, and solve this unknown partner problem. * Ask students to solve this problem (on Smartboard file): 12 large and small plates were on the table. Jason put the 4 large plates on a shelf and the small plates on the counter. How many small plates are on the counter? * Is anything different about this situation? * Is anything else different? * What do we have to find out? * Have children draw and solve the problem on the board while the others do the same on their Mathboards. * Ask students to solve this problem (on Smartboard file): Dave has 9 fruit bars and 4 cereal bars. How many bars does he have in total? * Is anything different about this situation? * Explain that in many collection problems, nothing at all happens. No one puts anything together or takes anything apart.   **Independent Practice:**   * Student Workbook pg. 95 (circles with you, triangles in pairs, squares independently) * Journal Prompts * Activity Cards   **Homework: HW&R pg. 59-60** |
| **1:05-1:50 Specials** |  |
| **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** | |  |  | | --- | --- | | 4.01 | Demonstrate how sound is produced by vibrating objects and vibrating columns of air. | | 4.02 | Show how the frequency can be changed by altering the rate of the vibration. | | 4.03 | Show how the frequency can be changed by altering the size and shape of a variety of instruments. | | 4.04 | Show how the human ear detects sound by having a membrane that vibrates when sound reaches it. | | 4.05 | Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords. |   **Engagement:**   Gather students together and play a song from a CD.   Guide students to look for patterns in the music and which instruments they can hear.   Remind students to consider various factors as they create their own songs.   Invite students to work in their groups to create their own song to play for the class.   Gather students together and let each group play its song for the class.  **Questions:**    How are the different instruments being used [on the CD]?   What instruments do you hear most often?   How is the voice used in the song?   Can you hear any patterns in the music?   Can you think of any music you heard throughout the module that you might want to imitate?   What is your favorite kind of music? How might you play it using he instruments we have here in the classroom?   Do you want to write a song with words?   What kind of feeling do you want people who hear your song to have?   Which instruments make the lowest sounds? The highest?   How did this group make its music loud? Soft?   What did you do to make the pitch of the instrument so low? High?   How could we draw the route of the sound vibrations from the source to our ears?  **Group/Partners:**   Students are challenged to use what they have learned about making sounds to create music.   Students work in small groups to create the song they want to play.   Student groups play their songs for one another.  **Independent:**   Students draw and label their instruments then write sentences to summarize what they have learned about pitch, volume, and quality of sound. |
| **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. 26th

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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 Guided Reading Stations** | **Sound Slideshows in computer lab!** |
| **9:20/9:30-10:05 Reader’s Workshop** | **Title:** Retelling Texts: Recognizing Author’s Message  **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  Here are some ideas of activities you can do before the play. Choose what you’d like to do!   1. Reading Rainbow Episode on United Streaming (30 minutes)   <http://player.discoveryeducation.com/index.cfm?guidAssetId=73AE19F1-73ED-4AF8-AC48-FD73FB6538C5>   1. How did Nyasha respond when her sister was unkind to her? Think of a time when someone was unkind to you. How did you respond? How do you wish you had responded? What would you like to try next time? 2. Spend some time looking at maps of Africa. Read the names of the countries and talk about different regions and their climates and wildlife. Find Zimbabwe and South Africa. 3. Compare this story to the classic fairy tale Cinderella. How is this story like Cinderella and how is it different? Make a chart showing the comparisons. 4. Use paints or markers to copy a flower or animal from the story. Talk about what medium the artist may have used to create the pictures. 5. What does it mean to get what you deserve? Did the sisters get what they deserved? Was it fair that Nyasha became queen? Was it fair that Manyara became a servant in her household? Do you think this idea is real? Do you feel that you get what you deserve? Do you treat people the way you want to be treated or do you treat them the way they treat you? What is the best policy? |
| **10:05-10:45 Writer's Workshop** | Continue Unassisted Writing Sample   * Students continue revising * Students begin editing. Remind them to check the word wall and to s-t-r-e-t-c-h out even the large words. |
| **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** | |  |  | | --- | --- | | 1.01 | Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies  a) Connect model, number word, and number using a variety of representations | | 1.03 | Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form) | | 1.05 | Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, making tens and hundreds | | 4.01 | Collect, organize, describe, and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2’s, 5’s, 10’s) | | 5.02 | Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities |   **Lesson 3.4: Story Problems with Group Names**  **Vocabulary:**   |  |  | | --- | --- | | group name | a name used as a category or classification | | venn diagram | a pictorial way to represent relationships between sets |   **Learner Objective: We will be able to group objects and solve story problems that have group names.**  **Materials: “math oct 24-28” smartboard file**  **MINI-LESSON (TG pg. 214-218):**   * Introduction—Ask students to solve this problem (on Smartboard file): Patrick sorted some number cards into different groups. Where should he put these numbers? 6, 19, 24 * Write the following sentences on the board (on Smartboard file): I had 8 daisies. Then I picked 4 more. * You have seen story problems that begin like this. What question could we ask to make this an addition story problem? * We add daisies to daisies. How many daisies do I have now? * Write the following sentences on the board (on Smartboard file): I had 8 daisies. Then I picked 4 roses. * Suppose we want to make this into an addition story problem. Should we ask for the total number of daisies? * Should we ask for the total number of roses? * Explain to children the idea of thinking about items as part of a larger classification or group. * We have to think about daisies and roses for this story problem. What group name can we give to both daisies and roses? * What question could we use to make our story problem? * What would the answer be? * Introduce Venn Diagrams. Look at Student Workbook pg. 97 (on Smartboard file). Use #1 to illustrate the idea that both daisies and roses are members of a larger classification: flowers. Complete the rest of the page together.   **Independent Practice:**   * **Student workbook pg. 98 (circles with you, triangles in pairs, squares independently)** * **Journal Prompts** * **Activity Cards**   **Homework: HW&R pg. 61-62; also a family letter on workbook pgs. 99-100 you might want to send home.** |
| **1:05-1:50 Specials** |  |
| **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** | |  |  | | --- | --- | | 4.01 | Demonstrate how sound is produced by vibrating objects and vibrating columns of air. | | 4.02 | Show how the frequency can be changed by altering the rate of the vibration. | | 4.03 | Show how the frequency can be changed by altering the size and shape of a variety of instruments. | | 4.04 | Show how the human ear detects sound by having a membrane that vibrates when sound reaches it. | | 4.05 | Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords. |   **ASSESSMENT: Give the Sound Assessment to your class.** |
| **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. 27th

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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 Guided Reading Stations** | Sound Slideshows in computer lab! |
| **9:20/9:30-10:05 Reader’s Workshop** | FOCUS LESSON  Grade 2 Reading  **Title:** Retelling Texts: Making Connections - Day 34  **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:**  Koala Lou by Mem Fox (We switched books b/c we didn’t think the kids would have many text-to-world connections with Mufaro’s Beautiful Daughters)  Affinity chart w/ 3 columns for connections(below are icons if you want to put them on your affinity. This will match student work page tomorrow.)  Sticky notes  Making Connections   |  |  |  | | --- | --- | --- | | j0397995Text-to-Text | MCPE07508_0000[1]Text-to-Self | MCj04315320000[1]Text-to-World | |  |  |  |   Instructional Plan:   1. Earlier this year we spent a week learning to make connections to texts. We learned about two kinds of connections a reader can make to a text: text-to-self and text-to-text. Readers make a text-to-self connection when they find similarities between themselves and the texts they read. Readers make text-to-text connections when they find similarities between two texts. Today we will learn about a new kind of connection that good readers make. 2. Good readers also make text-to-world connections. Good readers look for similarities between texts and things they know about the world. Today I will model how to make text-to-world connections. 3. *Show Koala Lou.* We read this book earlier in the year. I am going to reread it to make sure that we remember all the details. While I read, I will make text-to-self, text-to-text, and text-to-world connections. *Read aloud Koala Lou.* 4. Make an affinity with 3 columns for each type of connection. Model for the children how to make connections as we read. Place your sticky notes in the correct column. 5. The first text-to-world connection I can make is that koala bears live in Australia. I learned that in science class when I was a child. I can also make a text-to world connection about the Olympics. I watched the Olympics on television and know that they give gold, silver, and bronze medals for first, second, and third place. These are examples of text-to-world connections. 6. *Closure:* Good readers make text-to-world connections by finding similarities between things they know about the world and the text they read. Today as you are reading think about a text-to-world connection that you might make.   INDEPENDENT PRACTICE: To work on cooperative learning, have students work in pairs. One person will be the reader. One will be the recorder. They will write connections on their stickies. You can use story *A Trip to the Firehouse* on pg. 297 in 2.1.  REFLECT: Kids will sort their stickies on the affinity. Evaluate if the connections were in the correct place. |
| **10:05-10:45 Writer's Workshop** | **FIELD TRIP!!!** |
| **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** | |  |  | | --- | --- | | 1.01 | * + Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.   + a) Connect model, number word, and number using a variety of representations. | | 1.03 | Create, model and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form). | | 1.05 | Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles and making tens and hundreds. | | 5.02 | Write addition and subtraction number sentences to represent a problem; us symbols to represent unknown quantities. |   **Lesson 3.5 Comparison Story Problems**  **Vocabulary:**   |  |  | | --- | --- | | comparison bars | a visual representation of the numbers in an additive comparison story problem; children draw different length bars to represent each numbers. | | comparison story problem | a problem that involves someone or something that has “more” or “less of something than someone or something else. | | matching drawing | a drawing children make to illustrate the numbers in an additive comparison story problem. |   **Learner Objective: We will use comparison language and solve comparison story problems.**  **Materials: “math oct 24-28” Smartboard file**  **MINI-LESSON (TG pg. 222-224):**   * Post this problem on the board (on Smartboard file): Jane and Ernie have some apples. Jane has 6 apples and Ernie has 9 apples. Who has more apples? How many more? * What is the problem about? * What are the two questions? * How many apples does Jane have? Ernie? * Who has more apples? * Who has fewer apples? * Follow TG pg. 222 to make a labeled math drawing. Use this drawing and ask: How many more apples does Ernie have than Jane? How many fewer apples does Jane have than Ernie? * Complete Student Workbook pg. 101 (on Smartboard file) numbers 1 and 2 together.   **Independent Practice:**   * **Complete Student workbook pg. 101 (circles with you, triangles in pairs and squares independently)** * **Journal Prompts** * **Activity Cards**   **Homework: HW&R pg. 63-64** |
| **1:05-1:50 Specials** |  |
| **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** |  |
| **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. 28th

|  |  |
| --- | --- |
| **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 Guided Reading Stations** | **Sound slideshows in computer lab!** |
| **9:20/9:30-10:05 Reader’s Workshop** |  |
| **10:05-10:45 Writer's Workshop** | 4.01 Write including some language that sounds like book language.  CONNECT: Review what we learned yesterday about transition words.  MINI-LESSON: Today, we will put said to bed, along with other boring words.   * Have the class brainstorm a list of boring words in a bubble map (like, good, great, nice, fun, happy, sad, little, big, funny) * Explain that there are much more exciting, sweet, and savory words to use instead of these BORING words! * Make a lotus for other words for said: replied, exclaimed, announced, added, asked, etc. * Show students how to use the Be More Descriptive chart or tri color paint sample word cards on a ring (see Chelsea or Elizabeth for explanation/examples). I have put words at the bottom of this document to use for tri color paint samples: Write the boring word on the lightest color, and the cooler words on the bolder colors! * \*\*You can make sets of the tri-color paint samples for each table group as they work on their stories\*\* * Model how to switch a boring word to a super cool word.   STUDENT ENGAGEMENT: Students will reread their stories and work on changing boring words to more exciting ones.  REFLECT: How do these words make your writing better? Hopefully they’ll say it’s more interesting to read. The story sounds better!  -------------------------------------------------  5.052 – Re-read your writing to make sure it makes sense..  Minilesson:   * Today we will talk more about adding great details to our stories. Watch the video below. (It is super bootlegged from Brain Pop!) It discusses how to use the senses when you write and has some really great examples.   <http://www.brainpopjr.com/readingandwriting/writing/writingwiththesenses/movie.swf>   * Discuss the descriptive words they heard in the video. You can choose to make a chart of these words or just have them discuss with a partner. * Have each student, or as a class, make a senses chart with an eye, nose, mouth, hand, and an ear. Model going back through your story, closing your eyes, and imagining what you would be feeling with your senses. Record them on the chart to add to your story when you revise. * Talk to the kids about Super Sentences. Begin with the first sentence and ask questions like what color was the cat, how did the cat run, where did the cat run to, when did the cat run, etc. Make a few super sentences as a class.   The cat ran.  The orange cat ran.  The orange cat ran quickly.  The orange cat ran quickly to the haystack.  The orange cat ran quickly to the haystack when she woke up.  Student Engagement:   * Students will work on their senses charts and super sentences. Encourage them to talk with a partner to help add as many details as they possibly can! * Work with students that are struggling with just simple sentences and need prompting questions like who was there, what were they wearing, how did you feel, what did you smell, etc.   Share:  Have students bring their charts and super sentence examples to the carpet with a pencil. As classmates share out they should add to their own charts if they hear a good detail. |
| **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** | |  |  | | --- | --- | | 1.01 | * Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.    Connect model, number word, and number using a variety of representations | | 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.  a) Strategies for adding and subtracting | | 1.05 | Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds. | | 5.02 | Write addition and subtraction number sentences to represent a problem; us symbols to represent unknown quantities. |   **Lesson 3.7 Mixed Story Problems**  **Vocabulary:**   |  |  | | --- | --- | | equation | a mathematical sentence that uses an equals sign to show that two expressions are equal. | | math mountain | a visual representation of the partners and totals of a number. | | partners | a pair of numbers in a break-apart |   **Learner Objective: We will count on or make a ten to solve addition and subtraction problems and solve a variety of story problems.**  **Materials: “math oct. 24-28” smartboard file**  **MINI-LESSON (TG pg. 235-236):**   * Write the problem Julian has 12 cookies. He has 9 cooking in the oven and some on a plate cooling. How many cookies are on the plate? Discuss with students ways to solve this problem, such as making proof drawings and using math mountains and equations. Take time to solve the problem. * Have students work in pairs to complete student workbook page 107. Encourage them to explain the problem before solving the problem, making proof drawings and labeling their drawings. They can also use Math Mountains and equations for their sets of problems. * As students move on to page 108 discuss the table at the top of the page. Explain that a table shows information in an organized way, and discuss the table on the top of page 108. Have children answer 1-8 independently. Bring circles to the back table for additional help and discussion.   **Independent Practice:**   * **Journal Prompts** * **Activity Cards**   **If time, HW&R pg. 67-68** |
| **1:05-1:50 Specials** |  |
| **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** | **Class Celebration** |
| **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** |

FOCUS LESSON

Grade 2 Reading

**Title:** Retelling Texts: Making Connections- Day 35

**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**: -Read a story and identify text to self, text to text, and/or text to

world connections using a graphic organizer

-Explain to a partner any connections (text to self, text to text,

and/or text to world) made to the story

**Materials:**

“Making Connections” graphic organizer for each student

a text of your choice

3 column charts for each student. (we’ll make copies for you☺)

Making Connections

|  |  |  |
| --- | --- | --- |
| j0397995Text-to-Text | MCPE07508_0000[1]Text-to-Self | MCj04315320000[1]Text-to-World |
|  |  |  |

Instructional Plan:

1. Good readers tell the connections they make with a text when they retell a story. Today you will make connections to a text using a graphic organizer.
2. We’ve learned that there are three kinds of connections: text-to-self, text-to-text, and text-to-world. *Recall transparencies, charts, and texts used from Day 13, 15, and Day34 to help students activate prior knowledge and/or build background.* A reader makes a text-to-self connection when they find a similarity between the text and themselves. A reader makes a text-to-text connection by finding a similarity between the text and a book they have already read. A reader makes a text-to-world connection by finding a similarity between the text and something they know about the world.
3. We will start by reading a text. *Choose a text to read aloud, allow students to choose an individual text, or choose a story from the HM anthology. Teacher may need to “model” how to complete the graphic organizer even though students have completed different versions in the past. The modeling can help activate students’ memories of using it before or help new students who were not in attendance earlier in the year.*
4. *Distribute “Making Connections” graphic organizer.* Now it’s your job to make connections to this story. *Circulate while students record connections.*
5. Now I want you to turn to a partner and share a connection you made to this story. *Allow about 5 minutes for sharing.*
6. *Closure:* When good readers retell stories, they make connections to texts. The connection might be between the story and something about themselves. It might be a connection between the story and another story they have read or heard. Or it might be a connection between the story and something they know about in the world. As you read today, try to make a connection. This helps you better understand what you read.