Mon. Oct. 3rd

|  |  |
| --- | --- |
| **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 LESSONGrade 2 Reading**Title:** Responding to a Text in Writing **Objective:**3.041 Increase vocabulary by listening, discussing, and writing about what you read**Materials:****Best Wishes, Ed** by James Stevenson (McGraw Hill Ladybug book page 293)“Reading Response” chart on smart board **Instructional Plan:**1. **We can become better readers by writing about a text after reading. Today we will practice writing after we read.**

1. **This book is called Best Wishes, Ed.** *Place “Reading Response” chart on smart board.* **After reading we will respond to the story by completing these sentences: My favorite part of the text was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I liked it best because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
2. As I am reading be thinking about your favorite part and why it is your favorite.
3. *Read Best Wishes, Ed aloud.*
4. **I am going to tell you my favorite part first.** *Record your favorite part of the text to complete the sentence. A possible response is “My favorite part of the text was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I liked it best because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It made me think****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.***
5. **GUIDED PRACTICE:** *TSW write about their favorite part of the story in their Reader’s Response Journal using the language frame above. (we will make copies for you)*

*Closure:* **Today you had a chance to respond to text in writing after reading. When readers write about what they read they find they can better understand and appreciate their reading.**  |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | MINI-LESSON:Review the steps of writing we have learned: prewriting, drafting, conferencing, revising….today we’ll learn a new step, editing. (LC launching pg. 110. \*Please read this entire lesson in the Launching book to make it most effective.* Lesson point: Remind children when it is time to publish, a writer looks over everything he or she has written and chooses one text to fix up and fancy up! That is called editing! You MUST edit before you publish.
* Lesson point: When we edit, we check everything to make sure people can read it. We will reread and make sure our words make sense.
* Model with how to reread, come to a word, and say, “That word doesn’t look right.” Cross out the word with one line and write the correct spelling above it.
* Introduce the green pen. Go over your own “green pen procedures”

Some things for your kids to look for:Has to be neatCorrect spellingPunctuationComplete sentencesCapitalizationSTUDENT ENGAGMENT:* Students will have time to EDIT their writing!
* Applaud students who do a careful job of fixing up their writing.

CONFERRING:* Work with students on correcting spelling and other conventions before they can publish- this is conferencing with the teacher just like we did with partners

REFLECT:Pick a few students to talk about how editing made writing better for the reader. |
| **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 number sense for whole numbers through 999. |
| 1.01a | 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. |
| 1.04a | Strategies for adding and subtracting numbers. |
| 1.04c | Relationships between operations. |

**Lesson 1.19 Equations from Math Mountains****Vocabulary:**

|  |  |
| --- | --- |
| equation | a mathematical sentence that uses an equals sign to show that two expressions are equal |
| Math Mountain | triangular-shaped structure used to practice addition and subtraction. The total is at the top, and a pair of partners is at the bottom. |
| Partners | a pair of numbers in a break-apart |
| Switch the Partners | This term is used in *Math Expressions* to teach children about the Commutative Property of Addition. For example, 3+9 has the same value as 9 3. Asking children to switch the partners can help them find different equations for the same Math Mountain. |
| Total | a number that represents the combined amount of all the items added. A term used in *Math Expressions* to refer to the sum of partners |

**Materials: Think Central file “Workbook pg. 63” on BB****MINI-LESSON:*** Talk about how partners are related in addition and subtraction equations. Student workbook pg. 63 (Think Central file on BB): sketch the first math mountain on the board. Ask children what numbers are in the Math mountain. Now have children look at the first drawing of the box with circles inside.
* Continue following TG pg. 134.
* Introduce “Squiggles:” Practice putting squiggles underneath each partner in the equations. Look at TG pg. 134.

**Independent Practice:*** Journal Prompts
* Activity Cards

**HOMEWORK:** HW&R pg. 37-38 |
| **1:05-1:50 Specials** | **Mrs. Trueman Guidance** |
| **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** | **Start science notebook. Have students write date in top corner. Have them skip 10 lines. Draw a line across the page. In the bottom section, students write their prediction, 3 observations, and their conclusion. In the top, they can draw what they did and label it.** **Film canister game****Prediction:****What cups do you think have matching sounds?****Play the “Match the mystery cups by sound” game:****Students get in groups of 3 or 4. Without looking inside, they have to match them based on their sound. Students will record which canisters they think match and then write down what they think is inside the canister. They can record this on a 3 column table in the drawing portion of their notebook (top half). (What numbers match, what do they think it is, what was it actually).****Before you discuss the answers, students will write their 3 observations down.****Students share their responses (answers) and discuss as a class. Come up with a conclusion sentence.****Discuss as a class how you could group the sounds together (high, low, loud, soft, long, short, etc.)** |
| **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. 4th

|  |  |
| --- | --- |
| **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 LESSONGrade 2 Reading**Title:** Discussing a Text – Day 24**Content Objective:** 3.041 **Increase vocabulary by listening, discussing, and writing about what you read****Language Objective: Listen to a story and respond both orally and in written** **form using the following sentences:** * **My favorite part was when …**
* **I was surprised when…**
* **It was exciting when…**
* **I was confused when …**

**Materials:****“How to Discuss a Text” language frames above**\*\*\*We suggest using Charlotte’s Web as a book to use frequently throughout the following week or soYou can also use a chapter book read aloud if you’d like, Where the Wild Things Are, or a book of your choice.**Student RRJs****Instructional Plan:**1. **Thursday we learned that good readers respond to texts in writing after reading. Good readers also talk about a text with other readers after reading. Today we will learn ways to talk about a book.**
2. *Place “How to Discuss a Text” transparency or poster on the board or overhead.* **These are some examples of how to start a sentence when you talk about a text.** *Pictures are included to help students make concrete connections with the sentence. Here’s what the poster should say:*
* **My favorite part was when…**
* **I was surprised when…**
* **It was exciting when…**
* **I was confused when…**
1. **Yesterday we read Where the Wild Things Areand we wrote about our favorite part. I am going to reread the story or chapter now. While I’m reading, think about how you might finish these sentences and write them down in your RRJ. We will have time for some of you to share your ideas about the text after I read.** *Reread Where the Wild Things Are. After reading ask for volunteers to complete each sentence. Be prepared to model appropriate responses. Suggestions are listed.*
* **I was surprised when Max tamed the Wild Things by looking into their eyes. I thought they were going to eat him.**
* **It was exciting when the Wild Things had the wild rumpus. It reminded me of a really fun party.**
* **I was confused when Max sailed over a year and in and out of weeks and through a day. Can anyone help me understand what that means?**

**INDEPENDENT PRACTICE: TSW get with a reading buddy and share their thinking from the read aloud.**1. *Closure:* **Good readers respond to texts by talking with other readers after reading. When a reader is confused about part of a text, other readers can explain the text so that s/he is no longer confused.**
 |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | Mini-Lesson:* Remind students about the writing process they have gone through so far: pre-writing, drafting, revising, and editing. Now it is time for Publishing.
* Today the students will choose one piece to publish. Model or discuss how to rewrite your story with all the revisions and edits.
* We’re going to focus on rewriting the words first and we’ll make beautiful illustrations to match our words on another day.
* Model rewriting your story and **including** your changes.

Student Engagement:Students choose one story to rewrite on “publishing paper”. This can be copied line paper, border paper, or even just newsprint. You can try typing if you’re brave! |
| **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** | **Objectives:**

|  |  |
| --- | --- |
| 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 numbers.c) Relationshop between operations. |
| 5.02 | Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities. |

**Lesson 1.20: Stories from Math Mountains****Vocabulary:**

|  |  |
| --- | --- |
| difference | the result of subtraction. |
| equation | a mathematical sentence that uses an equals sign to show that two expressions are equal. |
| math mountain | triangular-shaped cards used to practice addition and subtraction. Each card shows the total at the top and a pair of partners at the bottom. Yellow cards have totals of 10 or less; blue cards have teen totals. |
| partners | a pair of numbers in a break-apart |
| total | a number that represents the combined amount of all the items added. A term used in Math Expressions to refer to the sum of partners. |

**Materials: Think Central file “Workbook pg. 65” on BB****MINI-LESSON:*** Draw a 12, 7, 5 Math Mountain on the board.
* Following TG pg. 138, discuss unknown totals by using sticky notes to cover the total on the Math Mountain that is on the board.
* Follow TG pg. 138 for questioning. Move the sticky note so that it covers the second number. Students are to write the equation and draw squiggles under the partner. Repeat for subtraction. Follow TG pg. 139 for subtraction.
* Student workbook pg. 65, complete number 1 as a whole class. Make sure the students understand that they will be matching the correct problem to the equation. They must pay attention to the wording of the problems!

**Independent Practice:*** Students complete workbook pg. 65
* Journal Prompts
* Activity Cards

**HOMEWORK:** HW&R pg. 39-40 |
| **1:05-1:50 Specials** | **Mrs. Trueman Guidance** |
| **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** | **Objective:**

|  |  |
| --- | --- |
| 4.01 | Demonstrate how sound is produced by vibrating objects and vibrating columns of air. |
| 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. |

**What is Sound? Sounds made by the Body? (Lesson 3 Part 1)****FOCUS QUESTION:** What causes sound?  How do you know?

| **Concept/Vocabularly Word**  | **Definition**  |
| --- | --- |
| vibrations | rapid back-and-forth motion, which can result in a sound wave |

Gather students with their notebooks.  Tell students they are going to play a game called Sound Charades. Explain that the sound maker will select a card and imitate the sound so the class can guess what the object is.* After several rounds of the game, tell students they are going to explore how these sounds are made.
* Direct students to keep their notebooks with them and use the worksheet (Science Notebook page A).
* Divide students into pairs and have them spread out. Instruct children to put a hand on their throat and make “ahhh” sounds.
* Prompt students to describe what they feel and record it in their science notebooks.
* Direct students to try this with a variety of sounds. (Some of the sounds they make will not use the vocal cords such as clicking their tongue.  They will not feel a vibration from these sounds.  You may want to list these separately and refer to them later.)
* Call for attention, gather students, and prompt them to share their findings and discuss results.
* If the children have not made the connection to the word vibrations, introduce the word at this time.
* Question the children about what they know about vibrations.
 |
| **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. 5th

|  |  |
| --- | --- |
| **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 LESSONGrade 2 Reading**Title:** Talking about a Text with Other Readers**Content Objective:** 3.041 Increase oral vocabulary by listening, discussing, and writing about what you read**Language Objective:** Listen to a story and in small groups respond orally using the  following sentences: * My favorite part was when …
* I was surprised when…
* It was exciting when…
* I was confused when …

**Materials:**George and Martha Round and Round by James Marshall (Houghton Mifflin page 96 from 2.1 Fox Book) or another picture book“How to discuss a text” smart file **Instructional Plan:*** + 1. **Yesterday we worked as a class to talk about a text by completing some sentences. Who can recall (remember) one of the sentences that we used?** *Students respond.* **Today you will talk about a text with some classmates to practice the strategy.**

* + 1. *Place “How to discuss a text” transparency on the overhead projector.* **These are ways to start a sentence when you talk about a text.**
		2. **We are going to read George and Martha Round and Round.** *You may allow students to read independently, in pairs, or read aloud to the class.* **While you read, think of how you can complete at least one of these sentences. After reading you will talk about the story with a group of classmates by completing one of these sentences.** *Read text.*
		3. *Students should be placed in groups of 3-4 to discuss the text*.  **The person in your group whose birthday is closest should share first. Take turns and allow everyone to share. Remember- if someone says they are confused; help them understand the story better.** *Circulate through the classroom as students discuss the text.*
		4. *Closure:* **Using these sentences to begin talking about a text helps us become better readers. I will be listening for these words as you discuss texts this year.**
 |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **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** |

|  |  |
| --- | --- |
| 1.01 | Develop number sense for whole numbers through 999.c) Compare and order. |

**Lesson 1.21: Compare and Order Numbers****Vocabulary:**

|  |  |
| --- | --- |
| equation | a mathematical sentence that uses an equals sign to show that two expressions are equal. |
| greatest | largest or most. |
| least | smallest amount or fewest. |

**Materials: Mathboards****MINI-LESSON:*** Remind students that they have been writing equations to show that two expressions have the same value.
* Discuss the “is less than” symbol.
* Guide students through “less than” examples on board. Follow TG pg. 144.
* Discuss the “is greater than” symbol.
* Guide students through “greater than” examples on board. Follow TG pg. 145.
* Facilitate Math Talk for “less than” and “greater than”.
* Lead students through Number Path activities for least to greatest and greatest to least. You may have students count up and count down using the numbers 1-10. Have them try several examples on Mathboards with putting a small group of numbers in order from least to greatest or greatest to least. You may want students to do this as independent practice with partners.

**Independent Practice:*** Practice ordering numbers with a partner on Mathboards.
* Journal prompts
* Activity cards

**HOMEWORK:** HW&R pg. 41-42 |
| **1:05-1:50 Specials** | **Mrs. Trueman Guidance** |
| **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** | **Objective:**

|  |  |
| --- | --- |
| 4.01 | Demonstrate how sound is produced by vibrating objects and vibrating columns of air. |
| 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. |

**What is Sound? (Lesson 3 Part 2) KAZOOS****FOCUS QUESTION:** What causes sound?  How do you know?

| **Concept/Vocabularly Word**  | **Definition**  |
| --- | --- |
| vibrations | rapid back-and-forth motion, which can result in a sound wave |

* Divide students into pairs.
* Show the students the kazoo that you have made and demonstrate how to assemble it and make it work.
* Distribute Science Notebook page B and have students follow the diagram to make their own kazoos. Circulate the classroom and provide assistance if needed.
* Give students time to explore on their own with the kazoos.
* Call for attention and challenge students to find which type of sounds work best with the kazoo.
* Pose questions to focus students’ attention on the vibrations of the wax paper.
* Gather students and have students share their findings during a class discussion.
* Lead students to compare kazoo sounds with their voices.
* Record questions student have about sound
* If time allows, go on a parade to show off your kazoos!
* Challenge students to find things at home that make vibrations they can feel.
 |
| **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. 6th

|  |  |
| --- | --- |
| **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** | **Title:** Talking about a Text with Other Readers**Content Objective:** 3.041 Increase oral vocabulary by listening, discussing, and writing about what you read**Language Objective:** Listen to a story and in small groups respond orally using the  following sentences: * My favorite part was when …
* I was surprised when…
* It was exciting when…
* I was confused when …

Use the same smart notebook file from Monday to display the language frames above.MINI-LESSON:* Remind the students that we know that good readers talk about books using special words (words above).
* Today, you will get a chance to respond to a text in writing as you read a just right book.
* Make sure that the children read a story (no non-fiction). They will use the language frames provided on half-sheets of white paper. (we made copies)

STUDENT ENGAGEMENT: The students will work independently to complete a response form.CLOSURE: When you come to the rug, have students sit EEKK with a partner to share one response with their friend. |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | Continue Publishing!!!!You can use this day as a catch up day, talk about fancy covers, and just let students continue working ☺ |
| **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 number sense for whole numbers through 999.c) Compare and order. |

**Alignment Lesson: Comparing and Ordering Larger Numbers****Vocabulary:**

|  |  |
| --- | --- |
| Greatest | Largest or most. Used to compare three or more quantities or numbers. |
| Least | Smallest amount or fewest. |
| Set | A collection of objects, numbers, or ideas. Each object or idea is called a member or element of the set. |

**Materials: Sticky Notes or larger pieces of paper with these numbers written on their piece: 47, 74, 63, 36, 254, 245, 542, 452, 693, 936, 639, 369****MINI-LESSON:*** Begin by having 3 students come to the front of the room. Give each of the students one of these numbers printed prior on a sticky note: 47, 74, 63. Ask the class to think about which number is the largest and which is the smallest. Have a volunteer come to the front and arrange the students in order from greatest to least.
* Have another student come up. Give them a sticky note with the number “36” on it. Ask another student to place the new number where it will go in the order. Ask a student come to the front and re-order the “student numbers” from least to greatest.
* Have 3 students come to the front of the room. Give each of the students one of these numbers printed prior on a sticky note: 254, 245, 542. Ask the class to think about which number is the largest and which is the smallest. Have a volunteer come to the front and arrange the students in order from greatest to least.
* Have another student come up. Give them a sticky note with the number “452” on it. Ask another student to place the new number where it will go in the order. Ask a student come to the front and re-order the “student numbers” from least to greatest.
* Have 3 students come to the front of the room. Give each of the students one of these numbers printed prior on a sticky note: 693, 936, 639. Ask the class to think about which number is the largest and which is the smallest. Have a volunteer come to the front and arrange the students in order from greatest to least.
* Have another student come up. Give them a sticky note with the number “369” on it. Ask another student to place the new number where it will go in the order. Ask a student come to the front and re-order the “student numbers” from least to greatest.
* Explain to the students that they will be playing a game to help them practice comparing and ordering numbers. The game **Number Challenge!** is similar to *Around the World*. Pass out one *number* to each student (**we will have these copies made for you**). The Teacher or Game Leader will hold the *“Leader Cards”* that say Greatest and Least (**we will have these copies made for you**). Make sure to mix up the cards before playing. The first student will stand next to their neighbor. The game leader will then flash either a greatest or least card. The student whose card matches the description of either greatest or least will more on to the next student the other student will sit down at that desk. The game continues until time is up or until one student has made it all the way back to their desk.

**Independent Practice:*** Workbook pg. 61 (parachute drop)

Mad Minutes |
| **1:05-1:50 Specials** | **Mrs. Trueman Guidance** |
| **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 1)**

| **Concept/Vocabularly Word**  | **Definition**  |
| --- | --- |
| tuning fork | a small instrument with two prongs which, when struck, sounds a certain fixed tone in perfect pitch |

* **FOCUS QUESTION:** How do vibrations cause sound?  How can changes in vibration change sounds?

**Introduction:**Gather students with their science notebooks. Ask volunteers to describe or show pictures of the objects they found at home that made vibrations they could feel. As students describe the sounds, add their descriptions to the Sounds chart. Tell students they will continue to learn about vibrations and sounds by making sounds with homemade musical instruments* Introduce the tuning fork and demonstrate its use.
* Explore and discuss the tuning fork.
* Demonstrate vibrations using water.
* Divide class into groups of 4 and then have them in pairs.
* Prompt students to explore the tuning forks –make a sound then hear and feel it. Prompt students to draw and label the tuning fork investigation their notebooks.
* Demonstrate how to set up pegboard. Direct students to work in pairs to explore the rubber bands.  Challenge students to make low sounds and high sounds and to observe what happens.
* Circulate the class and focus students’ attention on the vibrations of the rubber bands.
* Gather students to share their discoveries.  They may want to demonstrate on the pegboard. Lead students to understand the vibrations are different when the sounds are different.
 |
| **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. 7th

|  |  |
| --- | --- |
| **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 LESSONGrade 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)** | **Switch classrooms for Word Study Quiz – Give new words to group****Smartboard Activity – Sorting words** |
| **10:05-10:45 Writer's Workshop** | Author’s Share Examples:* Students can sit in a circle and read –one- of their favorite sentences from their story. Then they head back to their desks and share in groups. Have cookies and juice to toast to being authors!
* Students can read in a special chair to the classroom
* Your class can go into the amphitheatre and share individually or in small groups
* You can invite parents!

If you’d like you can request a microphone from Ray he’ll bring it down on your day and time as something fun and new! |
| **10:45-11:00 Read Aloud** | **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.

**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** |
| **11:40 Lunch** |  |
|  |  |
| **12:20 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.** |
| **12:20 Carpool Dismisses****12:25 Walkers/Vans/Taxi****12:30 YMCA****12:30-12:45 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: 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.**