Mon. Sept. 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 Reader's Workshop** | Objective 2.11 I can use my schema to make connections.  3.01 Make connections between what you read and personal experiences.  3.023 Make connections and comparisons within and across stories.  Mini-lesson: Continuing Text-to-Text Connections   * Review the poem, *Storm* that you read last week. * Talk about the personal connections that you had with this poem. * Show the students the affinity of the books we’ve read together. * Does the poem make you think of any of these texts? Why? * On a sticky, write about your text-to-text connection. Discuss that both the poem and the book Ira Sleeps Over involve being frightened or scared. * Stick the sticky note under Ira Sleeps Over on the affinity.   Independent Practice:   * Have students read JR books and make a text-to-text connections on stickies.   Closure:  Have students come up and put their connection with the appropriate title. Share everyone’s thinking! |
| **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 text including personal response.  5.052  Reread your own writing and check to be sure the order of words makes sense.  4.072  Reread your first draft to see if it makes sense.  MINI-LESSON:   * Authors write stories that make sense. They also don’t get discouraged when they have to continue working on one piece/re-writing/taking away parts. * Lesson point: We will use synergy today. I am going to show you how to have a partner conference. Conferencing is the NEXT step after drafting. * Model a partner conference and how to help your partner find things in the story that don’t fit.   + You and your partner sit side by side.   + Choose one story to review   + The author will read their story out loud.   + Partner will give one compliment and one suggestion (plus/delta)   + Partners switch roles * Have two students model the correct way to have a conference and the incorrect way to conference. * For students that are not finished with their draft they will use what they have so far in their writing. * Brainstorm kinds of compliments to give. Brainstorm nice ways to give suggestions.   STUDENT ENGAGEMENT:   * Authors read their story to their partner. The students will use the brainstorm list to give nice comments and suggestions to their partners. If a part does not make sense, the partner says, “Wait a minute, does that make sense?” * When students finish with their conference, they should continue working on their draft, making changes, or drafting another story.   REFLECT:  Remind students that good authors are also good listeners. Synergy helps authors reach their personal best! |
| **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** | **Lesson 1.17: Use a Number Line to Add or Subtract**  **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. | | 1.04a | Strategies for adding and subtracting numbers. |   **Vocabulary:**   |  |  | | --- | --- | | number line | A diagram that represents numbers as lengths on a line. | | number path | A display of numbers 1 through 100 in groups of ten, found on the outside of the MathBoard. |   **Materials: Mathboards**  **MINI-LESSON:**   * Introduce Number Paths: Draw a number path by outlining ten squares, and writing the numbers 1-10 below each square. Follow TG pg. 118. Tell students they can use a number path to count on to solve the problem. Follow questioning on TG pg. 118. * Explain to students that they can also use a number path to subtract. Follow questioning on TG pg. 118. * Introduce Number Lines: Draw an example of a number line on the front board such as on TG pg. 119. Follow questioning on TG pg. 119 for counting on and subtracting on the number line. * Continue practicing using the number path and number line with the following equations on the top of TG pg. 120.   **Independent Practice:**   * Workbook pg. 57 * Journal Prompts * Activity Cards   **Homework: HW&R pg.33-34** |
| **1:05-1:50 Specials** | **Chinese – Mrs. Yiu** |
| **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** | |  |  | | --- | --- | | 4.05 | Observe and describe how sounds are made using a variety of instruments and other “sound makers” including the human vocal chords. |   **Make a KWL chart with your class about what they know about sound.**  **Watch the sound video (made by 2nd grade in previous years). Students will guess what makes the 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** |

Tues. Sept. 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 Reader's Workshop** | Objective 2.11 I can use my schema to make connections.  3.01 Make connections between what you read and personal experiences.  3.023 Make connections and comparisons within and across stories.  2.0192 Preview the book and predict what might happen. Predict while you read too.  2.012Check predictions.  Mini-Lesson: Reviewing Schema, Text-to-Self and Text-to-Text   * Review what we have learned that good readers do: Good readers activate their schema, they predict, they make text-to-self connections, and text-to-text connections. * Start creating a class lotus entitled “During Read to Self I can…”. (in the middle) and put the following journal options: write about schema, predict, make connections. With each one, put a little picture for a visual reminder. \*\*\*Students will be able to use this lotus during the Read-to-Self.   Independent Practice   * Have students choose one of the options from the lotus to complete in their reading response journal. They should read and use their Just Right books.   Closure: Come to the carpet, and let kids share what they chose to do and tell about it. |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | Catch up Day!!!! |
| **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** | **Alignment Lesson: Hundreds Board Hunt**  **Objectives:**   |  |  | | --- | --- | | 1.01 | Develop number sense for whole numbers through 999.  a) Connect model, number word, and number using a variety of representations.  b) Read and write numbers.  c) Compare and order. |   **Materials: TG “Hundred Board Hunt,” Hundred Board, hundreds charts for partners, broken hundreds board activity cards (laminate and reuse!), homework page for each student and copies being made of that**  **MINI-LESSON:**   * Using a hundreds board (whether showing on projector or smart board), and TG “Hundred Board Hunt,” cover up a few numbers from the chart. Ask students to identify the numbers being covered up and explain. “What do the numbers have in common?” “Are there any other numbers that follow this rule or pattern on the chart?” “If so, which numbers and why?” * Allow students to practice with a partner. Each partner group needs a hundreds chart and counters. Student A should cover 10 numbers on the chart. Student B will then tell Student A which numbers are covered and explain how they figured out each number. Repeat with Student B covering up 10 numbers on the chart. If you feel 10 numbers are too many to start with, start with a smaller number or differentiate based on partners’ groups. * Next, allow student groups to work together on the “Broken Hundred Board Activity Cards”. For each broken card, there are missing numbers. Groups can work together to figure out the numbers that are missing on each card. If cards are laminated, you can have students use dry erase markers directly on the card, and erase to put in centers at a later. * I may have each table group work on an activity card, and rotate them through the class. I would make sure to discuss the missing numbers as a whole group. There are no journal prompts for today, so please spend time discussing these broken hundred boards…it will be on the formative assessment.   **Independent Practice:**   * Continue practicing activity cards from the lesson * Have students create their own broken hundred board. Give them “Square Graph Paper” (we will have copies made) and a pair of scissors to create their broken hundreds boards. Have them exchange with a partner for homework.   **Homework: Complete a friend’s broken hundreds board.** |
| **1:05-1:50 Specials** | **Chinese – Mrs. Yiu** |
| **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** | |  |  | | --- | --- | | 4.05 | Observe and describe how sounds are made using a variety of instruments and other “sound makers” including the human vocal chords. |   **Do a sound walk with your class by starting in your classroom. Students explore different sounds by banging materials against desk, etc. You can also walk them around to different places in the school to sit and listen to what types of sounds they hear.**  **Gather students back and make a chart as a class. Similar to the one they did in their science journal.**  **Have students make a 3-column chart in their science notebook:**  **Object/How the Sound is Made/Description of the 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. Sept. 28th

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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** | **Content Objective: 3.01 Make connections between what you read and your personal experiences**  **Language Objectives: Listen to a story to make text to self and text to text connections by speaking in complete sentences using the**  **Sentence starters:**   * **When this happened …** * **It reminded me of ….**   **Materials:**  “Making Connections” handout (@ bottom of the plans)  Chrysanthemum by Kevin Henkes  Wemberly Worried by Kevin Henkes- as a visual reminder  Other books we’ve read (affinity)  **Instructional Plan:**   1. **We’ve learned that good readers make text-to-self connections and text-to-text connections when they read. Today we will work together to make connections.** 2. **I am going to read another book by Kevin Henkes. While I am reading think about connections you can make to yourself/text to self or to the other books we have read/text to text.** *Show the hardcopies of the books if possible. If not, display Kevin Henkes’ books overhead. Refer back to Chrysanthemum*. 3. *Place “Making Connections” page on your projector or smart board.* **Let’s work together to make connections. Show the students the pictures to jog their memories of the book Chrysanthemum. Raise your hand if you can make a connection. Model how to record on the chart. Be sure to tell me what part of this text you are thinking about. Then tell me what it reminds you of. Finally, tell me if it is a text-to-self or text-to-text connection.** *Record student ideas. Possible ideas are listed below.*  * *Rita and Victoria made fun of Chrysanthemum’s name. That reminds me of how a boy made fun of me for being smaller than everyone else. (text to self)* * *Chrysanthemum went to her first day of school. That reminds me of when Wemberly went to her first day of school. (text to text)*   *INDEPENDENT PRACTICE: TSW have their own chart. This will serve as a mini-assessment!*   1. *Closure:* **When you read independently remember to make text-to-text and text-to-self connections. Have children share an idea they had while reading.** |
| **9:20/9:30-10:05 WOW (Starts later on)** |  |
| **10:05-10:45 Writer's Workshop** | Unassisted Writing Sample   * + - Planning   Begin Drafting |
| **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** | **Lesson 1.18: Equations and Equation Chains**  **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. | | 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. |   **Vocabulary:**   |  |  | | --- | --- | | equal sign | a symbol showing that expressions on each side of the symbol have the same value | | equation | a mathematical sentence that uses and equals sign to show that two expressions are equal | | equation chain | a series of expressions that equal the same number | | is not equal to | a symbol showing that expressions on each side of the symbol do not have the same value | | math mountain | A visual representation of the partners and totals of a number. The total (sum) appears at the top and the two partners (addends) that are added to produce the larger number are below to the left and right | | vertical form | a way to position numbers in a problem in an up and down format |   **Materials: Mathboards**  **MINI-LESSON:**   * Define an Equation: Follow TG pg. 124 and write the following equations on the board. Ask students which ones are real equations. * Write and Discuss Equations: Have a few children write different equations on the board while the rest of the class writes some equations on their Mathboards. Everyone check that they are all equations! * Introduce the IS NOT EQUAL TO sigh: Follow top of TG pg. 125. * Writing Equation Chains: Begin an equation chain on the front board and have volunteers continue to try to make more interesting entries on the chain. Follow TG pg. 125. * Discuss the Terms *horizontal* and *vertical* TG pg.126. Discuss how equations may be written horizontally or vertically. * Challenge children to relate the two forms (horizontal and vertical) to Math Mountains. Start by having the children discuss what they see for addition. Look at bottom of TG pg. 126. Continue on TG pg. 127.   **Independent Practice:**   * Workbook pg. 59 (squares—independent, triangles—partners, circles—small group with teacher) * Journal Prompts * Activity Cards   **Homework: HW&R pg. 35-36** |
| **1:05-1:50 Specials** | **Chinese – Mrs. Yiu** |
| **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** | |  |  | | --- | --- | | 4.05 | Observe and describe how sounds are made using a variety of instruments and other “sound makers” including the human vocal chords. |   **Comparing and Describing Sounds Part 1**   |  |  | | --- | --- | | sound | vibrations that produce the sensation of hearing by stimulating the auditory nerves; anything that is or can be heard |   Gather students and review some of the sounds described in the previous lesson.  Allow students to select and recreate their favorite sounds or to share the objects/sounds they have brought in.  Tell students they will be writing the sounds they hear in their science notebooks after they sit quietly in the classroom   * Direct students to listen to sounds in the classroom while being completely quiet. * Prompt students to record what they hear in their science notebook. * Lead a discussion for students to share their observations. * Pose questions and record the sounds on the Sounds chart. * Divide the class into groups of four to play the matching game with film canisters. * Prompt students to record the cup #, describe the sound, and record their guess/prediction on the Matching Mystery Sounds sheet. * Call for attention and gather students to share results. Pose questions then reveal the objects inside the cups. * Prompt students to record the name of the object in the real sound part of the recording sheet |
| **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. Sept. 29th

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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:** 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** | Unassisted Writing Sample   * + - Continue Drafting   Revising |
| **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** | **Formative Assessment First Quarter #2, 4, 5, 8, 9, 18**  **Homework: Workbook pg. 61 (parachute drop)** |
| **1:05-1:50 Specials** | **Guidance = Mrs. Trueman** |
| **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** | |  |  | | --- | --- | | 4.05 | Observe and describe how sounds are made using a variety of instruments and other “sound makers” including the human vocal chords. |   Comparing and Describing Sounds Part 2   * Gather students and shake each cup.  Have students describe the sounds they hear. * Guide students to categorize the sounds using a chart like the one found on page 37 of the Teacher’s Guide. You may add sounds of your own to demonstrate highness, lowness, and volume/loudness. * Prompt students to listen for the same characteristics in music. * Play samples of music. * Ask students if they have any questions about sound. * Record questions on the “What we want to know about sound” column of the “Questions and Answers 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** |