Monday Day T	Tuesday Day E	Wednesday Day R	Thursday Day H	Friday Day U
8:30-8:55 MW, HW, take attendance, collect notes	8:30-8:55 MW, HW, take attendance, collect notes	8:30-8:55 MW, HW, take attendance, collect notes	8:30-8:55 MW, HW, take attendance, collect notes	8:30-8:55 MW, HW, take attendance, collect notes
8:55-9:25 language/writing **Target: (2.FL.SC.6 f.) We will create complete sentences** O/R: what do you know about a complete sentence? What does it mean when we ask for a complete thought? P(I Do): model how to read one of the task cards from (sentence or fragment) and determine if it is a complete sentence. GP(We Do): Go through examples as a class and determine if it is a sentence or fragment IP(You Do): write a fragment on white boards and then change into a sentence after C:Share out sentences	8:55-9:25 language/writing **Target: (2.FL.SC.6 f.) We will create complete sentences** O/R: SW review that a sentence has to express a complete thought. P (I do): TW explain that a complete sentence has a subject and a predicate with a verb. A fragment is an incomplete sentence that is missing a subject or a predicate. The subject is the person, place, thing, or idea that is doing or being something in a sentence. The predicate is the words or group of words that tell what the subject is or being in the sentence. GP (We do) : sentence or fragment sort with small groups IP (You do) : sentence or fragment? C: Restate the target	8:55-9:25 language/writing **Target: (2.FL.SC.6 f.) We will create complete sentences** O/R: Review IP from Tuesday P (I do): Model how to determine the subject is who or what the sentence is about and the predicate tells what the subject is or is doing. Model reading a sentence such as "My dad and I are going fishing" and determine the predicate and subject. GP (We do) : Go through task cards for subjects and predicates IP(You do) : Subject and Predicate Sort (graded) C: restate the target	8:55-9:25 language/writing **Target: (2.FL.SC.6 f.) We will create complete sentences** O/R: Review graded work from Wednesday P (I do): Review predicates and subjects and model determining which part of the sentence is the predicate and subject using task cards GP (We do) : work together to go through examples using task cards IP (You do) : Complete Subject and Predicate sentences using red and yellow crayon. C: restate the target	8:55-9:25 language/writing **Target: (2.FL.SC.6 f.) We will create complete sentences** O/R: Review IP from Thursday and make corrections to any misunderstandings P (I do): Model how to read the task card (questions) and respond using a complete sentence. Discuss the subject and predicate of the sentence. GP (We do) : Go through task cards together IP (You do) : Complete the sentence given the subject or predicate. Make sure to have both parts to make the complete sentence C: restate the target
9:25 Restroom Break	9:25 Restroom Break	9:25 Restroom Break	9:25 Restroom Break	9:25 Restroom Break
9:30-10:15 SPECIALS	9:30-10:15 SPECIALS	9:30-10:15 SPECIALS	9:30-10:15 SPECIALS	9:30-10:15 SPECIALS
10:15 Bathroom and snack	10:15 Bathroom and snack	10:15 Bathroom and snack	10:15 Bathroom and snack	10:15 Bathroom and snack

10:25- 11:15 Whole Group Reading	10:25- 11:15 Whole Group Reading	10:25- 11:15 Whole Group Reading	10:25- 11:15 Whole Group Reading	10:25- 11:15 Whole Group Reading
Target: (2.RL.KID.1) We will ask and answer 5W and H questions to demonstrate understanding of key details **We will read and write words with short a and I and place words in ABC order by the first letter** O/R: Glue in notes for RL 2.1 (ask and answer questions about key details) Read and discuss notes, while highlighting key term. Read Going Places Work to complete the 5w questions. P (I do): Introduce the spelling words and phonics skill (short a and I) and vocab skill ABC order. Model how to write words in ABC order to the first letter using Book pg. T62-T63. GP(We do): Use Projectable 1.8 on overhead to practice putting words in ABC order to the first letter. IP (You do):Spelling Practice Page/vocab. Practice- wks. pgs. 12/4 C: restate the target	**Target (2.RL.KID.2) Retell stories and determine their central message, lesson, or moral.** O/R: Review seatwork from Monday (spelling/vocab.- pgs. 12/4) P (I do): Paste in Reading Journals "Morals and Lessons?" State that a moral or lesson is expressed in a statement or sentence. They are very specific. Discuss a few examples that an author might want you to learn by reading a story and highlight notes. GP (We Do): Read "Henry and Mudge" (Book pgs. 10-25). As the story is read, refer to the questions in the reading journal to practice scanning back through the story to build comprehension. IP(You do): Comprehension/Writing: SW complete G.O. "Moral of the Story", and write in their journals this is how I know. And Phonics: pg. 10/13 (CW grade) C: Reread what a moral is by referring back to notes in journal	**Target (2.RL.KID.2) Retell stories and determine their central message, lesson, or moral.** O/R: Using Overhead vocabulary practice (pg. 22), SW practice putting groups of words in ABC order. SW work in their groups to discuss the right order. P (I do): Review notes in Journals to discuss 2.1/2.2. Model fluency by reading aloud "The Lion and the Mouse". Then choral read story to build fluency. GP (We Do): Model thinking alou' how to find the moral of the story by retelling and completing G.O. together with students to determine the lesson learned within the story. IP (You do) Seatwork: Comprehension/Writing "The Boy Who Cried "Wolf!"- Who, What, Where, and Central Message. C: tell table partner what questions give us details in a story (5w)	**Target: (2.RL.IKI.9)We will compare and contrast two or more versions of the same story** O/R: SW review reading homework "San Antonio Today" and ABC order. Review IP from Wednesday "The Boy Who Cried Wolf" (who, what, where, and central message) P (I do): Using journal, glue in notes on what it means to compare and contrast two objects. Explain and highlight that compare and contrast means how things are the same and different. GP (We do) : Work with partners to compare and contrast objects on task cards that the teacher places on overhead (polar bear/penguin, cupcake/cookie, weather gear, and seasons) Model how to complete Venn Diagram with one set IP(You do): comprehension: SW work with partner to complete Venn Diagram with one of the other sets. And vocabulary- ABC order to the first letter C:Restate the target	**Target: (2.RL.IKI.9)We will compare and contrast two or more versions of the same story** O/R: Review spelling skill and take the spelling test. Review what it means to compare and contrast two versions of the same story and the IP (venn diagram) from Thursday. Revisit interactive journal. P(I Do): Read aloud two versions of the same story "Becca's First Day/Becca's Last Day" GP(We Do): Comprehension/writing: Work together to compare and contrast characters. Work with small group to compare and contrast settings. I.P. (You do) : comprehension/writing: SW write a complete sentence to compare and contrast events of the story and Fluency Test C: restate the target and share out comparisons
Blue **Phonics and Dolche Screeners**	**Blue** **Phonics and Dolche Screeners**	**Blue** **Phonics and Dolche Screeners**	**Blue** **Phonics and Dolche Screeners**	**Blue** **Phonics and Dolche Screeners**

Green **Phonics and Dolche Screeners**	**Green** **Phonics and Dolche Screeners**	**Green** **Phonics and Dolche Screeners**	**Green** **Phonics and Dolche Screeners**	**Green** **Phonics and Dolche Screeners**
Maroon **Phonics and Dolche Screeners**	Maroon **Phonics and Dolche Screeners**	Maroon **Phonics and Dolche Screeners**	Maroon **Phonics and Dolche Screeners**	Maroon **Phonics and Dolche Screeners**
Purple **Phonics and Dolche Screeners**	Purple **Phonics and Dolche Screeners**	Purple **Phonics and Dolche Screeners**	Purple **Phonics and Dolche Screeners**	Purple **Phonics and Dolche Screeners**
12:20-12:50 LUNCH	12:20-12:50 LUNCH	12:20-12:50 LUNCH	12:20-12:50 LUNCH	12:20-12:50 LUNCH
12:50-12:55 Bathroom Break	12:50-12:55 Bathroom Break	12:50-12:55 Bathroom Break	12:50-12:55 Bathroom Break	12:50-12:55 Bathroom Break
12:55-1:05 Calendar Time (5th day..today's number is 6) Pull students to the rug. Have them fill in their boards and go over the correct responses. Talk about what todays date is and the number of days we have been in school. How many 1s, 10s, and 100s is that? Record on the graph the weather	12:55-1:05 Calendar Time (6th day..today's number is 6) Pull students to the rug. Have them fill in their boards and go over the correct responses. Talk about what todays date is and the number of days we have been in school. How many 1s, 10s, and 100s is that? Record on the graph the weather	12:55-1:05 Calendar Time (7th day..today's number is 7) Pull students to the rug. Have them fill in their boards and go over the correct responses. Talk about what todays date is and the number of days we have been in school. How many 1s, 10s, and 100s is that? Record on the graph the weather	12:55-1:05 Calendar Time (8th day..today's number is 8) Pull students to the rug. Have them fill in their boards and go over the correct responses. Talk about what todays date is and the number of days we have been in school. How many 1s, 10s, and 100s is that? Record on the graph the weather	12:55-1:05 Calendar Time (9th day...todays number is 9) Pull students to the rug. Have them fill in their boards and go over the correct responses. Talk about what todays date is and the number of days we have been in school. How many 1s, 10s, and 100s is that? Record on the graph the weather

1:05-1:55 Math	1:05-1:55 Math	1:05-1:55 Math	1:05-1:55 Math	1:05-1:55 Math
Target:We will add two-digit numbers with and without regrouping using the pull apart strategy	**Target:We will take ten to subtract**	**Target: We will subtract two digit numbers without regrouping**	**Target: We will subtract two digit numbers with regrouping using base ten blocks**	**Target: We will add and subtract within 100 with and without regrouping.**
O/R: Review expanded form with students using the two digit numbers 65 and 21 and discuss each digit.	O/R: Review expanded form using a two-digit number: 53. Talk about place value of each digit. Go over more examples for students to show understanding.	O/R: We will review taking ten to subtract. Review IP from Tuesday.	O/R: Review IP from Wednesday	O/R: Review IP from Thursday
P(I Do): Model for students adding the numbers 31+57 using the pull apart strategy (expanded form) Explain to students that when we add, we are putting numbers together, so our sum should always be more than we started with. Model for students a second addition problem with regrouping, think aloud pulling apart the numbers into tens and ones and adding them separately then together.	P(I Do):Explain the students that when you are subtracting, you are taking away from the larger number, and therefore you are looking for a smaller answer than you started with. Share with students the problem 30-7. Think aloud counting cubes would take longer and we could count by tens. I know that I need to subtract, or take, 7 from 30. That sounds harder than taking 10-7. I know 10 is a friendly number, so instead of taking 30-7, let's take a ten away from 30. I now have 20 on the tens side and 10-7 on the ones side. I know that 10-7=3. I can now add together 20+3=23. My answer to 30-7=23!"	P(I Do): Remember that subtracting is taking away from a larger number. Show the problem 34-7. Show 34-7 in base ten. In the pull apart strategy will are look at the tens place in both numbers. What number is in the tens place of 34? What does that 3 actually represent? (30). How many tens are in the number 7? (none). So we will pull those tens out and subtract them (30-0=30). Next we will look at the ones place in each number. How many ones (dots) are in the number 34? How many dots in the number 7? We will pull out those ones and subtract them (4-7). Can we take 7 dots from 4 dots? No, so we will take a ten from 30 making it 20. That ten will be added to 4 making it 14. Now we can subtract 14-7 which equals 7. After we pull apart we always have to put it back together. We will add the sums of our 2 addition pull apart equations (20+7=27). Follow same steps to show 63-15.	P(I Do): Share with students the problem 64-12. Review place value and what each digit represents. I want to take 12 cubes away. I will start in the ones place. I have a 2 in the ones place in the number 12. I am going to take away 2 cubes. Next, I move to the tens place. I have a one. I will take away one stick. How many sticks and cubes do i have left? 64-12=52". Share a second problem with students that requires regrouping.	P(I Do): Review various strategies we have discussed this week.
GP(We Do):Students will use whiteboards and dry erase markers to practice the following problems on their desks. Teacher will be sure to walk students through each problem and having students share out the steps they are taking to solve. 22+14, 44+33, 57+24, 39+45, 67+28.	GP(We Do): On desks have students practice using the following problems: 40-6, 60-3, 80-8, 50-4, 20-3	GP(We Do): On whiteboards students will practice pull apart strategies using: 35-12, 68-29, and 42-18	GP(We Do):Give students base ten blocks and have them practice taking away cubes with subtraction problems. Students can also write the subtraction problem as they are doing it with their dry erase markers on their desks. Examples: 34-12, 54-28, 66-19, 83-27	GP(We Do): Adding and Subtracting within 100 task cards scoot.
IP(You Do): Adding Two Digit Numbers	IP(You Do): Page 88-89 Eureka	IP(You Do): Eureka 106-107	IP(You Do):Base Ten Subtraction Page	IP(You Do): Eureka 110-111
C:Restate learning target.	C: Restate the Target	C: Restate the learning target	C:Restate the Learning Target	C: Restate the Learning Target

1:55-2:40 Guidance	1:55-2:20 Unit	1:55-2:40 Unit	1:55-2:40 Unit	1:55-2:40 Unit
	Target: We will realize that the sun is our nearest star and that its position in the sky appears to change.	**Target: We will make observations of changes in the moon's appearance over time**	**Target: We will observe and collect data on the sun's position at different times of the day.**	**Target: We will demonstrate an understanding of emergency procedures and school safety rules.**
	O/R: We will discuss that the sun appears to move through the day across our sky. Ask student if the sun is in the middle of the sky or south?	O/R: Ask students what they remember about moon phases.	O/R: Review what we have learned about the sun and moon previously.	O/R: Discuss staying calm and quiet during emergencies and the importance of it. Ask students for examples of emergencies. Remind students that this is not a time to talk and joke.
	P(I Do): Discuss with students that the sun is along the Earth's equator as it rotates. This is why the further south you travel (in the United States) the warmer it gets. Discuss how the sun appears compared to the horizon. Show students on the globe where the sun's path follows.	P(I Do): Discuss with students that the earth rotates and the moon is orbiting around the earth just like the Earth orbits around the sun. Tell students that as the earth rotates and the sun travels across the sky, the moon is also traveling across the sky. Remind students that the moon reflects light off of the sun, that is why is appears differently.	P(I Do): Teacher will explain the details of August 21 st , 2017 Total Solar Eclipse using. PowerPoint slides 15-19. Handout: Experience the 2017 Eclipse Across America Teacher needs to emphasize the proper ways of viewing the eclipse during the partial and total phases. More information at https://eclipse2017.nasa.gov/safety	What drills do they remember practicing in 1 st grade?
	GP(We Do): https://app.discoveryeducation.com/player/view/assetGuid/44eba975-5a82-443e-a09e-928ba6d1b5ac	GP(We Do)/IP (You Do): In groups draw the moon phases and label them, go over and place in journals.	GP(We Do): Teacher will model using two different colored circles (yellow for sun and black for new moon). Teacher will move the black circle towards the yellow circle as it was taking "a bite" at a time. Teacher will ask students to describe what they see. Students will share with their shoulder partner and then with the class. Teacher may chart for the class the words used to explain how the sun will look as it is been covered by the moon in the day sky.	P(I Do): Have students what a video about severe weather emergencies: weatherhttps://app.discoveryeducation.com/learn/videos/67442e2b-0acb- 4a95-8491-56f2d4741250?hasLocalHost=false Model the following drills: drills for fire, tornado, and lockdown drills.
	IP (You Do): Write down five things you learned today and discuss	C: Restate the Target	IP (You Do): Students will observe the pictures of the sun and moon and conclude that the pictures need to be reordered to match the description for the sun appearance changes as the moon moves in front and out during a solar eclipse.	GP(We Do)/IP(You Do): Practice drills until students seem to understand and remember the process.
	C: Restate the Target		C: Restate the Target	C: Restate target.

2:40-3:05 handwriting/read aloud Finish up bags and read aloud "Stuart Little". Answer comprehension questions	2:40-3:05 handwriting/read aloud Teacher read aloud	2:40-3:05 handwriting/read aloud Teacher read aloud	2:40-3:05 handwriting/read aloud Teacher read aloud	2:40-3:05 handwriting/read aloud Teacher read aloud
3:05-3:25 Recess/Water Break	3:05-3:25 Recess/Water Break	3:05-3:25 Recess/Water Break	3:05-3:25 Recess/Water Break	3:05-3:25 Recess/Water Break
3:25-3:35 ✓ Pack up ✓ Clean room and desks	3:25-3:35 ✓ Pack up ✓ Clean room and desks	3:25-3:35 ✓ Pack up ✓ Clean room and desks	3:25-3:35 ✓ Pack up ✓ Clean room and desks	3:25-3:35 ✓ Pack up ✓ Clean room and desks
3:35 ✓ Dismissal for walkers and car riders ✓ Read to bus friends	3:35 ✓ Dismissal for walkers and car riders ✓ Read to bus friends	3:35 ✓ Dismissal for walkers and car riders ✓ Read to bus friends	3:35 ✓ Dismissal for walkers and car riders Read to bus friends	3:35 ✓ Dismissal for walkers and car riders Read to bus friends