

| Monday Day N | Tuesday Day T | Wednesday Day E | Thursday Day R | Friday Day H |
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| 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 |
| <p>8:55-9:25 language/writing Target: 2.W.TTP.2 Write informative texts.</p> <p>O/R: Review our graphic organizers from Friday.</p> <p>P (I do): Model how to take the information in our graphic organizer to create an introductory sentence and using our facts to write a complete sentence. Remind students how we have been practicing writing complete sentences.</p> <p>IP(You do) : Use our graphic organizer to begin our introductory sentences for our rough drafts.</p> <p>C: restate the target</p> | <p>8:55-9:25 language/writing Target: 2.W.TTP.2 Write informative texts.</p> <p>O/R: review our graphic organizer and how to create a complete sentence from facts in our organizer. Review the introductory sentences we have written</p> <p>P (I do): Model how to take the facts in our organizer and create complete sentences for our detail sentences.</p> <p>IP (We Do): Take our graphic organizer and write complete sentences for our facts.</p> <p>C: restate the target</p> | <p>8:55-9:25 language/writing Target: 2.W.TTP.2 Write informative texts.</p> <p>O/R: Review our introductory sentences and detail sentences. As we read them make sure we have capital letters and periods. Review the three parts of an informational writing and remind students we need a conclusion.</p> <p>P (I do): Using the conclusion part of our organizer, model how to write the conclusion that restates the introductory in different words. Make sure it is NOT a new fact.</p> <p>IP (You Do): Write our conclusion sentences to complete our rough drafts.</p> <p>C: restate the target</p> | <p>8:55-9:25 language/writing Target: We will recognize that a plural noun names more than one person, place, or thing.</p> <p>O/R: Review what a noun is and how we could make a noun more than one.</p> <p>P(I do): Review the rule box on page 78 and think aloud and explain that most nouns are made plural by adding -s while others are made plural by adding es. Those include the nouns that end in s, sh, ch, or x. Model with a think aloud how to decide if a noun need -s or -es using the practice sentences 1-5 of the same page.</p> <p>GP(We do): Students will decide if the sentences in A of page 79 need to have -s or -es to the nouns and explain why.</p> <p>IP(You do): Complete reteach 21.</p> <p>C:Restate the learning target</p> | <p>8:55-9:25 language/writing Target: 2.FL.SC.6 b. Form and use frequently occurring irregular plural nouns.</p> <p>O/R: Ask students what they remember about nouns. TW ask students how we would make a noun more than one?</p> <p>P (I do): Discuss with students how we normally make a noun plural by adding an s or es such as “squirrels” or “bushes”. Other plural nouns with es are words ending in s, ch, sh, tch, x, and z. (Rule Box pg 80 in teacher book) Sometimes we need to change the spelling in order to make the noun plural.</p> <p>GP(We do): Students will complete the “Hanging Out” sheet for plurals.</p> <p>IP(You do) Plural Noun Review</p> <p>C:restate the target</p> |
| 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 |

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| <p>10:25- 11:15 Whole Group Reading Target: 2.RL.KID.1 Ask and Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Read and write words with long vowels o,u,e and use context clues.</p> <p><u>Key Teaching Points:</u> → Review how 5w questions gives us information about our characters, setting, plot.</p> <p>O/R: Read short stories on task cards. Students will work in groups to discuss the 5W and H questions and share out responses.</p> <p>P (I do): Introduce spelling words and phonics skill (long vowels o,u,e). Chant words and discuss their meaning Using Teacher’s Manual (unit 1-T360-T361) Introduce that context clues are the words and sentences around a word that give readers clues to its meaning. Write the sentence “Spiders scare Mrs. DeFlicht. She is afraid that they will bite her” Think aloud to decide what afraid means.</p> <p>GP(We do): Use the Projectable 4.7 to identify context clues and meanings of the words.</p> <p>IP (You do): vocabulary practice pg. 57 and spelling word sort pg. 49</p> | <p>10:25- 11:15 Whole Group Reading Target: 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><u>Key Teaching Points:</u> → Illustrations help show what the words are telling us.</p> <p>O/R: Review vocab/spelling from Monday.</p> <p>P (I do): Paste in anchor chart explaining R.L 2.7 (how illustrations and words in print contribute to the mood, characters, and setting of a story) into journal and highlight details.</p> <p>GP(We do): Read Diary of a Spider chorally. Using the GO in journalsto write how the illustrations helped them to understand key details of the character in the text and discuss why.</p> <p>IP (You do):1) phonics: pages 55 & 12 2) comprehension: Finish the GO to show how illustrations helped them to understand the setting and plot of the story and explain why.</p> <p>C:Restate the target</p> | <p>10:25- 11:15 Whole Group Reading Target: 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><u>Key Teaching Points:</u> → Illustrations help show what the words are telling us.</p> <p>O/R: Review context clues using the Overhead Context Clue Page.</p> <p>P (I do): Model how to find key details within the text, “The Fun Day,” by reading and thinking aloud to discuss specific examples that describe the character, setting, and plot of a story. Include reasons why the illustrations help us.</p> <p>GP (We do):Work with their table group to read the story “Camp Cooper”. Describe the characters, setting, and plot of the story and focus on how the illustrations and details helped to describe each part.</p> <p>IP (You do): Look, infer, write (about illustrations) (cafeteria)</p> <p>C: restate the target</p> | <p>10:25- 11:15 Whole Group Reading Target: 2.RL.KID.3 Describe how characters in a story respond to major events and challenges.</p> <p><u>Key Teaching Points:</u> → Characters react differently and have different traits</p> <p>O/R: Review homework “Using Key Details” Identify the character, setting, and plot using words in print-</p> <p>P (I do): Using journal, glue in anchor chart “All About Events”. Explain that the events are what happens in a story. Events occur in the beginning, middle and end. Within the events of a story there is a problem that the characters face and a solution (which is how the character responds to the specific problem)</p> <p>GP (We do): Read “The Recess Queen” ask 5 W questions throughout story and stop every few pages and ask about specific events throughout the story. Discuss then write the beginning, middle and end on desks with groups.</p> <p>IP(You do):1) comprehension: “The Lunch Box” 2) Vocabulary Assessment: context clues</p> | <p>10:25- 11:15 Whole Group Reading Target:2.RL.KID.3 Describe how characters in a story respond to major events and challenges.</p> <p><u>Key Teaching Points:</u> → Characters react differently and have different traits</p> <p>O/R: Review spelling skill and take the spelling test.</p> <p>P(I Do): Discuss what a problem is. Activate prior knowledge on problems by asking students for problems they have at school or at home.</p> <p>GP(We do): Read aloud problem scenarios using “Problem/Solution” task cards. Students will work in groups to discuss the problem and how to solve it and their reactions. Share out.</p> <p>IP(You do):1) Comprehension: “The Day Jack Got Sick” 2) Fluency Assessment</p> <p>C: Restate the target</p> |
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| <p>Blue Review spelling skill long o,u,e List other words that follow the same skill.</p> | <p>Blue Review context clues from the spelling worksheet on Monday. Discuss how they help us. Review the anchor chart for RL 2.7.</p> | <p>Blue Decodable Reader: A Bed or Roses. Highlight words that follow the long o,u,e skill.</p> | <p>Blue Decodable Reader: A Bed or Roses. Highlight words that follow the long o,u,e skill. and Sparkle. 1st grade dolch words</p> | <p>Blue Fluency Reads Review spelling skill before the spelling test and review character reactions to events.</p> |
| <p>Green Review spelling skill long o,u,e List other words that follow the same skill.</p> | <p>Green Review context clues from the spelling worksheet on Monday. Discuss how they help us. Review the anchor chart for RL 2.7.</p> | <p>Green Decodable Reader: Swim Like a Frog. Highlight words that follow the long o,u,e skill.</p> | <p>Green Long vowel o,u,e review and Sparkle. 2nd grade dolch words</p> | <p>Green Fluency reads Review Spelling skill before spelling test</p> |
| <p>Maroon Review spelling skill long o,u,e List other words that follow the same skill.</p> | <p>Maroon Review spelling skill long o,u,e Review anchor chart for 2.7 and come up with examples of where we use this skill.</p> | <p>Maroon Fluency Practice with "Chris the Crab". Answer 5w questions for comprehension and circle any words that follow our spelling skill.</p> | <p>Maroon Long vowel o,u,e review and Sparkle. 3rd grade dolch words</p> | <p>Maroon Fluency Reads</p> |
| <p>Purple Review spelling skill long o,u,e List other words that follow the same skill.</p> | <p>Purple Review Spelling skill long o,u,e Review anchor chart for 2.7 and where we use this skill.</p> | <p>Purple Magic Treehouse-Fluency and Comprehension practice. Ask 5w and h questions through out the reading.</p> | <p>Purple Magic Treehouse, answer questions while reading. Long vowel o,u,e review and Sparkle</p> | <p>Purple Fluency reads</p> |
| 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 |
| <p>12:55-1:05 Calendar Time (22nd day...today's number is 22) Pull students to the rug. Have them fill in their boards and go over the correct responses. Talk about what today's 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</p> | <p>12:55-1:05 Calendar Time (23rd day..today's number is 23) Pull students to the rug. Have them fill in their boards and go over the correct responses. Talk about what today's 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</p> | <p>12:55-1:05 Calendar Time (24th day..today's number is 24) Pull students to the rug. Have them fill in their boards and go over the correct responses. Talk about what today's 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</p> | <p>12:55-1:05 Calendar Time (25th day..today's number is 25) Pull students to the rug. Have them fill in their boards and go over the correct responses. Talk about what today's 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</p> | <p>12:55-1:05 Calendar Time (26th day...today's number is 26) Pull students to the rug. Have them fill in their boards and go over the correct responses. Talk about what today's 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</p> |

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| <p>1:05-1:55 Math Target: We will estimate and measure using appropriate units.</p> <p><u>Key Teaching Points:</u> → Review the number-line and how to solve word problems with it</p> <p>O/R: Review interactive notebook pages and key vocabulary terms from measurement and word problems.</p> <p>P(I Do)/GP(We Do): Go over Module 2 test and our correct answers. Go over number-line.</p> <p>IP(You Do): Measurement Review Worksheet</p> <p>C: Restate the Target</p> | <p>1:05-1:55 Math Target: We will estimate and measure using appropriate units and tools.</p> <p><u>Key Teaching Points:</u> → Model and review test taking strategies for math</p> <p>O/R: Review estimation, standard units, and word problems key words.</p> <p>P(I Do)/GP(We Do): Go over review from Monday.</p> <p>IP(You Do): Take Common Assessment</p> <p>C: Restate the target</p> | <p>1:05-1:55 Math Target: We will bundle and count one, tens, and hundreds.</p> <p><u>Key Teaching Points:</u> → two digit numbers have tens and ones. We need ten ones to make one ten.</p> <p>O/R: As a class we will review two-digit numbers and their place value. I will show them 32 have them draw using sticks and dots.</p> <p>P(I Do)/GP(We Do): Glue key vocabulary in their math journals. I will model for students the place of three digit numbers (hundreds, tens, and ones). I will use sticks, dots, and hundreds to show students that when we get ten ones we trade for a stick and when we get ten tens we trade for a flat. Using their flipbook pages, the students will practice counting groups of tens and bundling them into a flat. I will show the students the number 153 using base ten blocks. I will explain to the class that we will need to use a flat for the hundreds place. I will then model 153 with sticks, dots, and flats. Show a 3 digit and 2 digit number and compare values using place value and base tens. Why are they not the same?</p> <p>IP(You Do): Lesson 1Exit Ticket/Homework</p> <p>C: Restate the Target</p> | <p>1:05-1:55 Math Target: We will identify the value of each digit in a number in unit form.</p> <p><u>Key Teaching Points:</u> →each place value is worth a specific value</p> <p>O/R: Review Wednesday's IP and the notes in their journals from the week.</p> <p>P(I Do): I will explain to students that there are so many ways to write a number and today we will be looking at Unit Form. Model using $345=3$ hundreds, 4tens, 5 ones.</p> <p>GP(We Do): Create a 4-column chart in their journals. They will label each column hundreds, tens, ones, and Standard Form. We will begin with 286. Students will then write the number of hundreds, tens and ones in the notebook. Give examples in unit and standard form so students can record them interchangeably.</p> <p>IP(You Do): Lesson 5 Exit Ticket/HW 2</p> <p>C: Restate the Target</p> | <p>1:05-1:55 Math Target: Students will read and write numbers in Unit form.</p> <p><u>Key Teaching Points:</u> → Standard form is the number we see. Unit form is using words for each place value.</p> <p>O/R: Review IP from Thursday and interactive notebook pages for key vocabulary terms.</p> <p>P(I do): Explain to students that numbers can be written in a variety of forms. Show posters for standard and unit form. Today, we will be using unit form. Model using unit form for $732=7$ hundreds, 3 tens, 2 ones. Check for understanding.</p> <p>GP(We Do): Review chat from yesterday. Have students create a chart on their desks with hundreds, tens, and ones. Work through numbers where they need to create the number then write it in unit form. If they're comfortable, mix up the order as giving the number. Give in standard and unit form.</p> <p>IP(You Do): teacher made unit form work</p> <p>C: Restate the Target</p> |
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| <p>1:55-2:40</p> <p>Guidance</p> | <p>1:55-2:20 Unit Target: Recognize that plants are made up of smaller parts and use food, water, and air to survive</p> <p>O/R: Students will think about what they think humans need to survive. Share out with table. Students will discuss with their table what they think plants need to survive. Share out to class. P(I Do): Near pod lesson about what plants need to survive. https://app.nearpod.com/library/preview/lesson-L34720863</p> <p>GP(We do): "Label the plant" Show the students the plant picture on the doc camera. Label each plant part as the students explain to you the jobs of each part. Explain that plants are more than just flowers.</p> <p>IP(I do): Have students complete the "Sort the plant helpers" activity and glue in their journals.</p> <p>C: Have students draw the three things a plant needs to survive in their journals.</p> | <p>1:55-2:40 Unit Target: Investigate the habitats of different kinds of plants.</p> <p>O/R: Review the parts of a plant with students and the three things all plants need to survive.</p> <p>P(I Do)GP(We Do): Watch video of Plant Habitats on DiscoveryED https://app.discoveryeducation.com/learn/videos/fab0694f-0c5b-4035-95d5-4f8628e6d272?hasLocalHost=false</p> <p>IP(You do): Have students make a chart of different habitats and the plants that grow there. Share out.</p> <p>C: Ask students to list the three different habitats a plant could live in.</p> | <p>1:55-2:40 Unit Target: Recognize that plants are made up of smaller parts and use food, water, and air to survive and Identify basic ways that plants and animals depend on each other.</p> <p>O/R: Review the parts of a plant and how plants and animals need each other</p> <p>P (I do)/GP (We do)/IP(You do): Students will watch The Magic School Bus Goes to Seed on Discovery Education. While watching students should write down on notebook paper any of the words they hear that we talked about this week like, pollination and plant parts.</p> <p>C: Ask students to draw and label a plant.</p> | <p>1:55-2:40 Unit Target: We will identify ways animals protect themselves against predators.</p> <p>O/R: What do plants need to survive? What do animals need to survive? Animals need food and water to survive. Some animals eat plants (herbivores) and some animals eat other animals (carnivores). How do animals survive predators?</p> <p>P(I Do)/GP(We Do): Adaptation slide show</p> <p>IP(You Do): In their journals, students will pick an adaptation they wish they had. How would it help you? Draw a picture of what you would look like.</p> <p>C: Restate the Target</p> |
| <p>2:40-3:05 handwriting practice Center Starting Capitals-QG</p> | <p>2:40-3:05 handwriting practice Center Starting Capitals-QG</p> | <p>2:40-3:05 handwriting practice Center Starting Capitals-COQG</p> | <p>2:40-3:05 handwriting practice Center Starting Capitals-COQG</p> | <p>2:40-3:05 handwriting practice Review Capital letters discussed so far. Frog Jumping Capitals, Starting Corner Capitals, and Center Starting Capitals. What do they all have in common?</p> |
| <p>3:05-3:25 Recess/Water Break</p> | <p>3:05-3:25 Recess/Water Break</p> | <p>3:05-3:25 Recess/Water Break</p> | <p>3:05-3:25 Recess/Water Break</p> | <p>3:05-3:25 Recess/Water Break</p> |
| <p>3:25-3:35 ✓ Pack up ✓ Clean room and desks</p> | <p>3:25-3:35 ✓ Pack up ✓ Clean room and desks</p> | <p>3:25-3:35 ✓ Pack up ✓ Clean room and desks</p> | <p>3:25-3:35 ✓ Pack up Clean room and desks</p> | <p>3:25-3:35 ✓ Pack up Clean room and desks</p> |
| <p>3:35 ✓ Dismissal for walkers and car riders ✓ Read to bus friends</p> | <p>3:35 ✓ Dismissal for walkers and car riders ✓ Read to bus friends</p> | <p>3:35 ✓ Dismissal for walkers and car riders ✓ Read to bus friends</p> | <p>3:35 ✓ Dismissal for walkers and car riders Read to bus friends</p> | <p>3:35 ✓ Dismissal for walkers and car riders Read to bus friends</p> |