

Monday Day H	Tuesday Day U	Wednesday Day W	Thursday Day T	Friday Day F
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 <b>Target: We will identify an adjective describes a noun</b></p> <p><u>Key Teaching Points:</u> →describing words for people, places and things</p> <p>O/R: Review that a noun is a person, place, or thing. We use nouns when we are writing complete sentences. Complete sentences are complete thoughts.</p> <p>P(I Do): Explain to class that now we are going to focus on adding words that tell us more about a noun. These are called adjectives. Adjectives can be color, sizes, or shapes. (Book pg. 346) Show two different students' clothes. Ask the students share out words that describe that item and make a list on the doc. Camera.</p> <p>GP(We Do): Pick two words from the list of adjectives on overhead, and work with your partner to write two complete sentences using two adjectives.</p> <p>IP(You Do): Book pg. 346- 347 (1-10) on notebook paper or white boards. C: Restate the target</p>	<p>8:55-9:25 language/writing <b>Target: We will identify an adjective tells how many, what kind, etc.</b></p> <p><u>Key Teaching Points:</u> → how many and what kind</p> <p>O/R: Review that an adjective is a describing word (size, color, shape,) that tells us more about a noun. Ask the following students stand up quickly if it matches what they are wearing: red shirts, black shoes, blue pants, etc. )</p> <p>P(I Do): Using Book pg. 348, explain that some adjectives tell how many of something (number words, some, several, many, all, none). Model finding adjectives that show how many on Reteach 75.</p> <p>GP(We Do): Adjectives Write the Room in partners</p> <p>IP(You Do): Adjectives for Number, Size, and Shape C: Restate the target</p>	<p>8:55-9:25 language/writing <b>Target: We will use adjectives that compare</b></p> <p><u>Key Teaching Points:</u> → -er for two –est for three or more</p> <p>O/R: Review Tuesday IP</p> <p>P(I Do): Review that an adjective is a describing word (size, color, shape, number). Show students an expo marker and give them 60 seconds to write down as many adjectives to describe that word as they can. We will share out their words.</p> <p>GP(We Do): Adjective Task Cards-work with partners to identify adjectives in a given sentence. Write answers on desks and share.</p> <p>IP(You Do): practice pg. 74-75 (CW grade) C: Restate the target</p>	<p>8:55-9:25 language/writing <b>Target: We will identify an adjective that compares</b></p> <p><u>Key Teaching Points:</u> → -er for two –est for three or more</p> <p>O/R: Review Adjective Task Cards</p> <p>P(I Do): Using Book pg. 352-353, Explain that some adjectives compare different things. When you compare two things you use the suffix –er, and to compare three or more items you use –est. **share a quick way to remember when to use -er and when to use -est. (-er has two letters, so you use when you compare two items) (-est has three letters, so you use when you compare three more items)</p> <p>GP(We Do): on desks complete Book pg. 352 (1-5)</p> <p>IP(You Do): Book pg. 353 (6-10) C: Restate the target</p>	<p>8:55-9:25 language/writing <b>Target: We will identify adjectives that compare</b></p> <p><u>Key Teaching Points:</u> → -er for two –est for three or more</p> <p>O/R: Review that that an adjective is a word that tells us more about a noun. Adjectives can be sizes, shapes, colors, or number.</p> <p>P(I Do): Review that When you compare two things you use the suffix –er, and to compare three or more items you use –est.</p> <p>GP(We do): Using extra practice Book pg. 364 (common errors with adjectives), practice deciding if you use -er or -est within the given sentences 1-5.</p> <p>IP(You Do): Adjectives that Compare (CW Grade)</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
<p>10:25- 11:15 Whole Group Reading  <b>Target: 2.RI.KID.1 Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Read and write consonant digraphs: th, sh, wh, ch, tch and use compound words</b></p> <p><u>Key Teaching Points:</u>→5w questions tell about plot, characters, and setting</p> <p>O/R: Getting to School in My Community Weekly Reader. Review Key Details and answer questions on the back.</p> <p>P (I do): introduce spelling words by chanting and discuss what each word is to build background knowledge. Using TM(unit 2- T264-265 and T461) Introduce that a compound word is a longer word made up of two shorter words. For example, ice cream. We can determine the meaning of the compound word based on the smaller words. Write the following sentence on the overhead “We played with chalk on the sidewalk”. Model how to determine what sidewalk means.</p> <p>GP(We do): Use the Projectable 8.8, to identify compound words and their smaller words.                      IP(You do): vocabulary practice pg. 117 and spelling word sort pg. 109</p> <p>C: SW restate the target</p>	<p>10:25- 11:15 Whole Group Reading  <b>Target: 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.</b></p> <p><u>Key Teaching Points:</u></p> <p>→ images show details</p> <p>O/R: Review IP from Monday (voc. Practice pg. 117 and spelling workbook pg. 109</p> <p>P (I do): Revisit interactive journal, anchor chart that diagrams and images help to build understanding of a text. Emphasize that an author will put a specific image(s) into a text because they want the reader to have a better understanding of what they want you to learn.</p> <p>GP(We do): We will read Super Storms (Book pgs. 266-281) and read chorally in groups and whole group. <u>Journal Writing:</u> Describe how 4 images in the text helped understanding using a graphic organizer.</p> <p>IP(You do):1) Phonics: CW grade- spelling wks. pg. 115 and 106 2) comprehension: “Two Wild Friends” Weekly Reader and Comprehension questions</p> <p>C:Restate the target</p>	<p>10:25- 11:15 Whole Group Reading  <b>Target: 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.</b></p> <p><u>Key Teaching Points:</u></p> <p>→ images show details</p> <p>O/R: Work with partner to practice combining words to make different compound words using OH 18</p> <p>P (I do): We will read Experiments with Plants on Myon. TW read aloud the story without letting the students open their books to see the pictures. After listening to the story, give the students 5 minutes to draw a picture of what the story is saying.</p> <p>GP (We Do): Reread the story the 2<sup>nd</sup> time then write in their journals about how the pictures helped them to understand the text better. Have students write for 5 minutes before sharing out.</p> <p>IP(You do) Comprehension: Read, Then Decide! How images help and What can be Added? draw pictures to go with the text</p> <p>C: restate the target</p>	<p>10:25- 11:15 Whole Group Reading  <b>Target: 2.RI.KID.3 We will determine the connection between a series of events.</b></p> <p><u>Key Teaching Points:</u></p> <p>→ steps must go in order</p> <p>O/R: Go over HW-using compound words correctly.</p> <p>P (I do): Introduce R.I. 2.3 by reviewing how events have steps. Refer back to lifecycles from science. There are clue words that help you to determine the order in which things need to be completed. (first, next, last, then). Glue into interactive journals notes for RI 2.3.</p> <p>GP(We Do): Chorally read Baking a Birthday Cake then work together to write the steps to correctly make a birthday cake. Highlight key words within the text that helped them to connect the steps.</p> <p>IP(You do): Comprehension: (Writing)SW write the steps for making their favorite sandwich in their journal.                      Vocabulary Assessment: compound word assessment</p> <p>C:Restate the target</p>	<p>10:25- 11:15 Whole Group Reading  <b>Target: 2.RI.KID.3 We will determine the connection between a series of events.</b>  <u>Key Teaching Points:</u></p> <p>→ images show details</p> <p>O/R: Review spelling skill and take spelling test.</p> <p>P (I do): Review how it is very important to complete steps correctly when you are creating something. Read “How to Draw.....” on Myon. Discuss with students how images helped us to understand the steps.</p> <p>GP(We do): Place the How Plants Grow Making Connections on the overhead. Read through the passage together paying close attention to the sequence of events. Have students identify clue words for steps. Work with a partner to answer the questions with the story.</p> <p>IP(You do): Fluency Assessment “Birthday Cookies” and Weekly Reader “WE are Good citizens”</p> <p>C: SW restate the target</p>

<b>Blue</b> Review spelling skill digraphs and build words with each ending. Discuss compound words and make them.	<b>Blue</b> Cloze read Gold fish and circle words we are unsure of. Discuss what we already know about gold fish.	<b>Blue</b> Cloze read Gold fish and discuss characters, setting, and plot. Find our spelling and vocab skill	<b>Blue</b> Sparkle. 1 <sup>st</sup> grade dolch words	<b>Blue</b> Review spelling skill for blends and fluency reads
<b>Green</b> Review spelling skill digraphs and build words with each ending.	<b>Green</b> Cloze read Gold fish and circle words we are unsure of. Discuss characters, setting and plot	<b>Green</b> Cloze read Gold fish and discuss vocabulary used in the text. Find our spelling and vocab skill	<b>Green</b> Sparkle. 2 <sup>nd</sup> grade dolch words	<b>Green</b> Review Spelling skill before spelling test. Fluency reading assessment
<b>Maroon</b> Review spelling digraphs List other words that follow the same skill.	<b>Maroon</b> Cloze read Gold fish and circle words we are unsure of. Discuss characters, setting and plot	<b>Maroon</b> Cloze read Goldfish and discuss the text	<b>Maroon</b> Sparkle and third grade dolche words	<b>Maroon</b> Fluency reading assessment
<b>Purple</b> Review spelling skill ldigraphs. List other words that follow the same skill.	<b>Purple</b> Magic Treehouse and answer 5 w questions and find spelling skill while reading. Cloze Read Goldfish	<b>Purple</b> Cloze read Goldfish and discuss the text	<b>Purple</b> Sparkle and Magic Treehouse. Ask and answer 5 w questions	<b>Purple</b> Fluency reads
<b>12:20-12:50 LUNCH</b>	<b>12:20-12:50 LUNCH</b>	<b>12:20-12:50 LUNCH</b>	<b>12:20-12:50 LUNCH</b>	<b>12:20-12:50 LUNCH</b>
<b>12:50-12:55 Bathroom Break</b>	<b>12:50-12:55 Bathroom Break</b>	<b>12:50-12:55 Bathroom Break</b>	<b>12:50-12:55 Bathroom Break</b>	<b>12:50-12:55 Bathroom Break</b>
12:55-1:05 Calendar Time (32nd day...todays number is 32) 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 (33rd day..today's number is 33) 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 (34th day..today's number is 34) 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 (35th day..today's number is 35)  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 (36th day...todays number is 36) 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

<p>1:05-1:55 Math <b>Target: We will compare 2 and 3 digit numbers by looking at the hundreds, tens, and ones.</b></p> <p><u>Key Teaching Points:</u></p> <p>→ each place has a special value</p> <p>O/R: Write the numbers 45 and 26 and circle which is bigger.</p> <p>P(I Do): Model for students comparing three-digit numbers by comparing 236 and 349. Go through each place value and their worth to decide which number is bigger. Continue with pairs of 3 digit numbers.</p> <p>GP(We Do): Glue vocabulary in their journals and fill in notes about comparing three-digit numbers. <u>Save the Symbols flap for Wednesday.</u></p> <p>IP(You Do): Circle the number practice page.</p> <p>C: Circle the smaller number: 213 or 231 (on back of IP)</p>	<p>1:05-1:55 Math <b>Target: We will compare 3 digit numbers by looking at the hundreds, tens, and ones.</b></p> <p><u>Key Teaching Points:</u></p> <p>→ each place has a special value</p> <p>O/R: Write down a three digit number and decide if your neighbors or yours is bigger.</p> <p>P (I Do): I will show the students 324 and 432 and have them tell you which number is bigger. Explain to the class that the “alligator” wants to eat the bigger number. Show students the symbol reference page. Model for students reading the math sentence “258 is greater than 150” and then flip it showing the alligator facing away “150 is less than 258” Explain another strategy for comparing numbers called the basketball strategy. Tell students that the winning team is the one with the most points, so they get two dots, the losing team gets one dot. Connect the dots to show the symbol. Model reading the sentence the same way as yesterday. Explain to students that either strategy works.</p> <p>GP (We do): In journals and fill in the <b>symbol vocabulary</b> and glue in their own symbol reference page. Practice several comparison problems on their desks. Share answers.</p> <p>IP (You do) Greater Than, Less Than, or equal to.</p> <p>C: Show the alligator eating the bigger number between 478 and 436</p>	<p>1:05-1:55 Math <b>Target: We will use symbols to compare 3 digit numbers with numbers written in expanded form using appropriate language</b></p> <p><u>Key Teaching Points:</u></p> <p>→ hundreds is worth the most, ones are worth the least</p> <p>O/R: Write the number 543 in expanded form.</p> <p>P (I do): Remind students we compare by looking at place values and today we will use expanded form. I will model comparing numbers as follows: <math>300+50+2</math> is _____ than <math>400+20+7</math>. Show students putting these numbers back into standard form and then comparing as we always would. Model several examples as needed.</p> <p>GP (We do): Greater Than, Less Than Dice Game. Give each group a chart and dice. Model rolling dice to make three-digit numbers then comparing them.</p> <p>IP (You do): Comparing Numbers in Expanded Form sheet.</p> <p>C: Explain to their neighbor how to compare a number in expanded form.</p>	<p>1:05-1:55 Math <b>Target: We will use symbols to compare 3 digit numbers with numbers written in word form using appropriate language.</b></p> <p><u>Key Teaching Points:</u></p> <p>→ convert to standard form in order to compare</p> <p>O/R: Write the number 267 in word form.</p> <p>P(I Do): Model reading a three-digit number and writing it in standard form, then comparing the number with another. Model several examples to take word form into standard then comparing. Paste in word form spelling chart.</p> <p>GP(We Do): Complete “comparing word form” journal page together and glue in their journals.</p> <p>IP(You Do): Comparing Numbers in different forms.</p> <p>C: On the back of their IP, compare five hundred forty three and 352.</p>	<p>1:05-1:55 Math <b>Target: We will arrange three digits to form largest and smallest values.</b></p> <p>O/R: Write the number 263 and <math>600+30+1</math> and tell which is bigger.</p> <p>P (I Do): Use the numbers 3,7 ,and 5 and model arranging them to form the largest and smallest numbers. Explain that we need to look at each digit first and decide which is the biggest then put them in number order. The largest numbers first will create the biggest number and the smallest numbers first will make the smallest number.</p> <p>GP (We Do): Play Trash Can Game. We will roll a dice together 4 times. Record each number rolled. As a small group they decide which number to “throw in the trash”. Once they have put a number in the trash they cannot use it. After, give students time to discuss how to make the largest and the smallest number with their 3 digits. Have one group share their answer and decide if they made the correct number.</p> <p>IP (You Do): Place Value Worksheet</p> <p>C: I will give the students the numbers 4, 8, and 3 and ask which number they would put first to make the largest number possible..</p>
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<p><b>Math Small Group</b> Janayah, Jozelynn, and Kaleigh–fact fluency with cubes and flash cards. Building numbers Edlee-review place value understanding and value of each digit (Spanish to English translations)</p>	<p><b>Math Small Group</b> Janayah, Jozelynn, and Kaleigh–fact fluency with cubes and flash cards. Building numbers Edlee-review place value understanding and value of each digit (Spanish to English translations)</p>	<p><b>Math Small Group</b> Janayah, Jozelynn, and Kaleigh–fact fluency with cubes and flash cards. Building numbers Edlee-review place value understanding and value of each digit (Spanish to English translations)</p>	<p><b>Math Small Group</b> Janayah, Jozelynn, and Kaleigh–fact fluency with cubes and flash cards. Building numbers Edlee-review place value understanding and value of each digit (Spanish to English translations)</p>	<p><b>Math Small Group</b> Janayah, Jozelynn, and Kaleigh–fact fluency with cubes and flash cards. Building numbers Edlee-review place value understanding and value of each digit (Spanish to English translations)</p>
<p>1:55-2:40  Guidance</p>	<p>1:55-2:20 Unit <b>Target: We will recognize that a life cycle is circular so we can identify the stages are repeated as new offspring are born</b>  O/R: review the lifecycles we have discussed  P(I Do): Model how to set up a Z-Chart  GP(We Do)/IP (You Do): Students will create a Z-chart and complete it while watching Discovery Education :Animal Life Cycles  C: Restate the target and share out our observations</p>	<p>1:55-2:40 Unit <b>Target: We can identify the life-cycle of a human.</b>  O/R: Review how animals go through different stages of the life cycle.  P(I Do): Show “Growing Up” Power Point to introduce students to the human life cycle.  GP(We Do): Identify what the different stages are like in the human life cycle. Explain to students that we get certain genes from our parents that make us who we are and what we look like and those get passed down.  IP( You Do): “You won’t believe what happened to me” Writing prompt: Pretend you are a grown up and write a letter to your baby about what it is like to go through all the different life cycle stages. Students will practice writing in a letter form and identifying the different life-cycle stages.  C: Restate Target and share journal entries.</p>	<p>1:55-2:40 Unit <b>Target: We will identify the life cycle of a ladybug</b>  O/R: Review the life cycles\ P(I Do): introduce the life cycle of a ladybug using powerpoint. Go over the stages and important parts of the ladybug and ways it survives  GP(We Do): In journals, create a diagram using the stages of a ladybug. Use appropriate labels  IP(You Do): Write a letter from the viewpoint of a ladybug, or one of the other animals we have done.  C: Restate the target</p>	<p>1:55-2:40 Unit <b>Laptops-Reflex</b></p>

<p>2:40-3:05 handwriting practice Lowercase- c,o,s</p> <p>Introduce the letter and show students twice how to complete the letter. Have them practice the letter ten times before moving onto the next letter. Encourage neatness and taking their time! Walk around and make corrections/observe.</p>	<p>2:40-3:05 handwriting practice Lowercase- v,w,t</p> <p>Introduce the letter and show students twice how to complete the letter. Have them practice the letter ten times before moving onto the next letter. Encourage neatness and taking their time! Walk around and make corrections/observe.</p>	<p>2:40-3:05 handwriting practice Lowercase- cot</p> <p>Review the letters and show students twice how to complete the letter sequence. Have them practice the letter ten times before moving onto the next letter. Encourage neatness and taking their time! Walk around and make corrections/observe.</p>	<p>2:40-3:05 handwriting practice Lowercase, s,w,v</p> <p>Review the letters and show students twice how to complete the letter sequence. Have them practice the letter ten times before moving onto the next letter. Encourage neatness and taking their time! Walk around and make corrections/observe.</p>	<p>2:40-3:05 handwriting practice Lowercase- c,o,s,w,v,t</p> <p>Review the letters for the week and practice writing words with these letters and previously learned letters.</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>