

	Day: Monday	Week of: August 27th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can write for an extended period of time. <u>W.2.3, W1.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>I can identify and sound out vowel sounds. <u>RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>I can put words into alphabetical order. <u>L.2.4.E</u> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Writing Mini-Lesson Tell the story of one child who realized she had more to say, stapled a paper tail onto her page for the rest of her words, and then stored her writing in a special place so she could come back to it tomorrow. Tell children that today you'll teach them a way to keep working on the same story for several days. Show how children will use dots to separate finished and unfinished work. Independent Writing. Share</p> <p>Secret Stories "Mommy-e". We will review the vowels in the alphabet. We will make the vowel sounds together. Refer to the anchor charts. Teacher and students will model the new action cue from secret story in teacher's guide when teaching mommy "e".</p> <p>Language Go over alphabetical order anchor chart. Students will be given one word that starts with each letter to put into alphabetical order.</p>
Reading		
	<p>I can ask questions while I am reading. I can build my reading stamina. <u>RL.2.1</u> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate</p>	<p>Whole Group Reading Go over metacognition anchor chart. Model your thinking while you are reading a favorite book of the teacher's. Have students read a just right book and complete a thinking stem.</p> <p>Literacy Station Launch Practice silent reading and library stations. Introduce and model vocabulary station. Model vocab station</p>

	<p>understanding of key details in a text.</p> <p>I can fluently read poetry.</p>	<p>using growth mindset words. Model filling out a vocab word graphic organizer. Glue into notebook with date.</p> <p>Whole Class Choral Reading</p> <p>Vocab Introduce a growth mindset word using Marzano steps.</p>
Science/Social Studies		
<p>Scientist Scientific Method</p>	<p>2nd Grade: I can describe the importance of communities.</p> <p>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p>NGSS-K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>I can identify and define the job of a scientist. I can explain how to think like a scientist.</p>	<p>2nd Grade</p> <ol style="list-style-type: none"> 1. Use TPS to discuss why people live in communities. Discuss as a class why it is important to live in a community and what life would be like if communities didn't exist. 2. Remind students that in communities there are lots of things to do – places to play, shop, eat, work, etc. Communities are a place where people work together and have fun. 3. Communities help people meet their basic needs. 4. Communities are also a place where people want to be safe. Use TPS and discuss different ways people are able to stay safe in their community. (Police officers, fire departments, neighbors, family, etc.) 5. Complete Why Do People Live in Communities flip book. <ul style="list-style-type: none"> • Page 1 – Communities are places where people can live, work, and play together. • Page 2 – Communities help us get our basic needs. • Page 3 – Communities help to keep people safe. 6. Students can draw illustrations on each page and then share their ideas with the class or within their groups. <p>1st Grade</p> <p>Mini Lesson: Students will watch a short clip about science and scientists. https://www.youtube.com/watch?v=Kcrt0v6y_BU Teacher and class will discussion what they learned about scientists.</p> <p>Work Time: Class will watch, GoNoodle- Blazer Fresh- Think like a Scientist Class will discuss how they can think like a scientist.</p> <p>Debrief: “What is a scientist?” “How can you think like a scientist?”</p>

Math		
	<p>I can solve word problems within 10.</p> <p>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</p> <p>2nd Grade I will be able to bundle and count by ones, tens, and hundreds to 1,000.</p> <p>2.NBT.1 - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>1st Grade Opening - Application Problem - Students will draw a picture to solve a word problem.</p> <p>Mini Lesson - Concept Development - Teacher will tell the story about the children in the classroom picture. Students will draw a picture to match the story and count on to find the total. Repeat with the children on the playground picture. Students will make up a math story about the picture to share with their partner.</p> <p>Work Time: Complete Problem Set #1 whole group. Students will complete #2 with a partner and #3-4 independently.</p> <p>Debrief : Discuss how counting on is the same as adding in today's math stories.</p> <p>2nd Grade - Eureka Module 3, Lesson 1 <u>Intro:</u> Teacher will introduce vocabulary words for this unit: place value, ones, tens, hundreds. Watch the Brain Pop Jr. about place value. https://jr.brainpop.com/math/numbersense/placevalue/ <u>Mini-Lesson:</u> Teacher will discuss how to represent one and two digit number using bundles and sticks. We will use a variety of methods and also discuss using the fewest items to make a number. <u>Independent Practice:</u> Students will draw models of numbers up to 1,000 using Base 10 blocks. <u>Debrief:</u> Review new vocabulary and how bundling ones into tens and hundreds helps understand place value. <u>Assessment:</u> Students will answer the exit slip questions in their math notebook. Teacher will reteach individually and in small groups as needed. Students who are finished will play math fluency games.</p>

	Day: Tuesday	Week of: August 27th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can identify and sound out vowel sounds. <u>RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>I can put words into alphabetical order. <u>L.2.4.E</u> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>I can write for different purposes. W 2.3,W1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and</p>	<p>Secret Stories "Sneaky Y". We will review the vowels in the alphabet. We will make the vowel sounds together. Refer to the anchor chart. Go over action cue.</p> <p>Writing Mini-Lesson Remind writers that they've been thinking up topics and writing true stories. Tell them there are more kinds of writing than just stories. Tell writers that when you love a topic, you write lots of kinds of writing related to the topic. Show examples, naming the genre. Tell children they, too, can write in many genres. Ask children to think of a topic they care about. What else could they write related to that topic? Ask for them to share this with a friend. Send children off to do all these kinds of writing. Independent writing time with teacher conferring. Share tim-choose some children who have taken the advice of the mini lesson, children who have written pieces in a new genre, to share.</p> <p>Language Students will be given groups of words and have to sort whether they are in correct or incorrect alphabetical order.</p>

	provide a sense of closure.	
Reading		
	<p>I can describe characters in a text.</p> <p>I can build up my reading stamina. I can answer questions about what I am reading.</p> <p>I can determine the meaning of unknown words.</p> <p>I can read poetry fluently.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text</p>	<p>Whole Group Reading</p> <p>Read A Bad Case of Stripes to students. After reading the text, talk to students about characters. Introduce the main character poster. Feel free to pull in examples from other books you have read and discuss the main characters in those books as well. As a class, chart some adjectives to describe Camilla. Try to steer children away from generic responses like “nice” and “happy.” Also make sure in your discussions that students begin to refer to parts of the text to support answers. Students complete the Describing Camilla Cream half sheet in their reading notebooks.</p> <p>Literacy Station Launch</p> <p>Practice library and silent reading stations. Fill out vocabulary graphic organizer as a class. Have students complete, cut out and glue into notebook.</p> <p>Vocab</p> <p>Introduce a growth mindset word using Marzano steps.</p> <p>Whole Class Choral Reading</p>

	<p>complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>L.2.4</u></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	
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Science/Social Studies

	<p>2nd Grade: I can compare different communities.</p> <p>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>2nd Grade</p> <ol style="list-style-type: none"> 1. Ask students what kind of community they live in. Is it big or small? Are there very tall buildings or shorter buildings? Is there a lot of open land or lots of buildings close together? 2. Present students with word cards for city, small town, and suburb. Use Types of Communities posters to provide visual examples for students and allow for discussing differences among communities. 3. Create a chart with 3 columns – one labeled for each community. As a class, list the different types of characteristics that you will find in each community.
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	<p>2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p>I can identify the steps in the scientific method.</p> <p>NGSS-K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p>Some characteristics might be the same and some might be different.</p> <p>4. Complete Comparing Communities comprehension page as a class or independently.</p> <p>1st Grade Mini Lesson: Class will watch a short video explanation about the scientific method from BrainPop Jr. Class will discuss what they learned about the scientific method.</p> <p>Work Time: Teacher will display and explain the scientific method anchor chart. Teacher will present a version that has been cut up. As a whole group, the class will work together to put it back in order.</p> <p>Debrief: “What is the scientific method?” “What are the steps in the scientific method?”</p>
Math		
	<p>I can solve a story problem with an unknown number.</p> <p><u>1.OA.A.1</u> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</p>	<p>1st Grade Opening - Application Problem - Students will draw a picture to solve a word problem.</p> <p>Mini Lesson - Concept Development - Teacher will hide 2 counting animals in a mystery box. Tell the math story: Three little bears went to play tag in the woods, then some more bears came to play and now there are 5. How many bears do you think are in the bag? Discuss strategies used to solve. Model counting on to solve. Repeat with other stories. Pass out sets of counting animals and a mystery bag to each pair. Give each pair a number sentence with a missing addend. Students will use the animals and bag to model their number sentence to solve for the missing addend.</p> <p>Work Time: Complete Problem Set #1- 2 whole group. Students will complete #3-4 independently or with a partner.</p> <p>Debrief : Students will compare answers to Problem Set #3-4 with a partner and discuss strategies they used to solve.</p> <p>Students will complete the exit ticket at the end of workshop.</p>

	<p>2nd Grade I will be able to count forward and backward by ones and tens.</p> <p>2.NBT.1 - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>2nd Grade - Eureka Module 3, Lesson 2 <u>Intro:</u> Making Numbers PowerPoint (second half of the place value PowerPoint) <u>Mini-Lesson:</u> Practice making three digit numbers using base 10 blocks. Teachers will also discuss how to use zeros to hold the place in numbers when there are no tens or ones. <u>Practice:</u> Students will practice counting up using base 10 blocks to form three digit numbers, counting up from 100 to 124 and 124 to 220. Students will then complete the rest of the problem set for this lesson. <u>Assessment:</u> Students will answer the exit slip questions in their math notebook. Teacher will reteach individually and in small groups as needed. Students who are finished will play math fluency games.</p>
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	Day: Wednesday	Week of: August 27th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can identify and sound out vowel sounds. <u>RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Secret Stories Whole group introduction of secret stories."I tries on e for size" Teacher will read the new story for day 3 aloud to whole class.</p> <p>Writing Mini-Lesson</p>

	<p>I can put words into alphabetical order. <u>L.2.4.E</u> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. I can write for different purposes. <u>W.2.3.W.1.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Tell children that in the same way that certain topics make us want to do all kinds of writing, our daily life can make us want to do all kinds of writing too. Tell children what you will talk about today: finding writing projects in daily life. Explain how life presents instances that call for writing. Tell students about an incident in the life of a student in the class and ask them to tell a partner what kind of writing seems called for there. Ask students to think about their own lives and what writing projects are called for in them. Let students begin writing life-inspired projects. Independent writing time. Share: Demonstrate how students choose a piece of writing to publish. Highlight for students what you hope they noticed about your demonstration. Review how writers pick pieces of writing to publish. Ask students to follow your example and choose a piece of writing to work on and to publish at the end of the unit. Get students ready to pick up tomorrow where they left off today.</p> <p>Language Students will be completing an alphabetical order scoot determining if the words in a sentence are written in alphabetical order.</p>
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Reading

	<p>I can summarize a text. I can build up my reading stamina. I can answer questions about what I am reading. I can determine the meaning of unknown words. I can read poetry fluently. <u>RL.2.3</u> Describe how characters in a story respond to major events and challenges. <u>RL.1.3</u> Describe characters, settings, and major events in a story, using key details.</p>	<p>Whole Group Reading Reread <u>A Bad Case of Stripes</u> to students. Use the questioning cards to guide a class discussion. Look at the summary poster and discuss. Then show students the SWBST poster. Discuss how this mnemonic device (memory device) will help them learn how to give a summary that is just the right length: not too long and not too short! Fill in the anchor chart as a class for SWBST and have students glue the mini-version of SWBST poster in their notebooks. Literacy Station Launch Practice silent reading and library stations. Have students fill out a vocab graphic organizer with a partner. Have students cut out and glue into notebook.</p> <p>Whole Class Choral Reading Vocab</p>
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	<p><u>L.2.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>L.2.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p>	<p>Introduce growth mindset word using Marzano's steps.</p>
Science/Social Studies		

	<p>2nd Grade: I can describe human and natural community characteristics.</p> <p>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p>I can ask and answer questions about Habit 3.</p> <p>CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>2nd Grade Students can work on the human and natural community characteristics sort or spin in small groups.</p> <p>1st Grade "I Do"- Teacher will review the titles of the seven habits and what is a habit. Teacher will review what it means to put first things first. The whole class will sing the Put First Things First Song. Discuss with students the importance of putting the most important tasks ahead of smaller (less meaningful) tasks. "We Do"- Teacher will read scenarios that are either putting first things first or not. Students will decide whether the event was putting first things first or not. Teacher will be place the event on the appropriate side of a plus/delta chart.</p>
Math		
	<p>I can use the strategy of counting on to add.</p> <p><u>1.OA.C.5</u> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)</p>	<p>1st Grade Opening - Application Problem - Students will draw a picture to solve a word problem.</p> <p>Mini Lesson - Concept Development - Display a picture of a crayon box labeled 4 plus 2 more crayons. Model counting on using fingers to track change to find the total number of crayons. Write a number sentence to go with the picture. Repeat with the picture of hot dogs.</p> <p>Work Time: Students will complete Problem Set #1-3 with a partner. Students will play KCM or Eureka Math games while teachers meet with math groups. The remainder of the problem set may be completed in pairs or whole group based on student observations.</p>

	<p><u>2nd Grade</u> I will be able to count forward and backward by ones and tens.</p> <p>2.NBT.1 - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>Debrief : Which problems from the problem set did we add 1? Did you notice a pattern for when we add 1?</p> <p>Students will complete the exit ticket at the end of workshop.</p> <p><u>2nd Grade</u> - Eureka Module 3, Lesson 3 <u>Intro:</u> Making Numbers PowerPoint (second half of the place value PowerPoint) <u>Mini-Lesson:</u> Practice making three digit numbers using base 10 blocks. Teachers will also discuss how to use zeros to hold the place in numbers when there are no tens or ones. <u>Practice:</u> Students will practice counting up using base 10 blocks to form three digit numbers, counting up between 90 and 1,000. Students will then complete the rest of the problem set for this lesson. <u>Assessment:</u> Students will answer the exit slip questions in their math notebook. Teacher will reteach individually and in small groups as needed. Students who are finished will play math fluency games.</p>
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	Day: Thursday	Week of: August 27th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		

	<p>I can identify and sound out vowel sounds. <u>RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>I can put words into alphabetical order. <u>L.2.4.E</u> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>I can revise my writing. <u>W.2.5.W1.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Secret Stories “two vowels go walking”-We will review the vowels in the alphabet from previous lessons using anchor charts. Students and teacher will watch a 2 minute video https://www.youtube.com/watch?v=7fb3Pdt8kxg to provide examples through song of the new phonic rule. After the video teacher will create a new anchor chart to provide visual aid for the new phonic skill by creating a list for each sound such as; ee, ea, oa, ai, ue, and ui.</p> <p>Writing Mini lesson Tell students that writers do all they have been doing and that writers publish their writing. Remind children that 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. Ask children to help you fix up-revise about an event the children knows well. Let the students know they can try to revise their own writing today. Independent writing time. Share-Select some students some pieces of student writing to share with the class. The pieces should demonstrate what you hope the children will all try to do. Remind children that they too can try these kinds of revision.</p> <p>Language Students will be completing a SCOOT where they are given a list of words and have to put the words into alphabetical order.</p>
Reading		
	<p>I can summarize a text. I can build up my reading stamina. I can answer questions about what I am reading. I can determine the meaning of unknown words. I can read poetry fluently. <u>RL.2.3</u> Describe how characters in a story respond to major events and challenges. <u>RL.1.3</u></p>	<p>Whole Group Reading Show students the cover of <u>Edward the Emu</u>. Tell them that this will be our main mentor text for the week. Mentor texts are not only meant for enjoyment, but they help us learn too. This is why we read them several times before moving on to other books. While reading <u>Edward the Emu</u>, use metacognition thinking stems.</p> <p>Literacy Station Launch Practice silent reading and library stations. Model read and respond station. Using <u>A Bad Case of Stripes or Edward the Emu</u> teacher will model completing a sentence about the book.</p>

	<p>Describe characters, settings, and major events in a story, using key details.</p> <p><u>L.2.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><u>RL.1.3</u> Describe characters, settings, and major events in a story, using key details.</p> <p><u>RL.2.1</u> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><u>RL.2.10</u> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>L.2.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><u>RL.2.5</u> Describe the overall structure of a story, including describing how the beginning introduces</p>	<p>Whole Class Choral Reading</p> <p>Vocab Introduce growth mindset word using Marzano's steps.</p>
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	the story and the ending concludes the action	
Science/Social Studies		
	<p>2nd Grade: 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p>I can ask and answer questions about Habit 3.</p> <p>CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>2nd Grade: Community Unit Test Review.</p> <p>1st Grade "I Do"- Teacher will review the titles of the seven habits and what is a habit. Teacher will review what it means to begin with the end in mind. The whole class will sing the Put First Things First Song. "We Do"- As a class, we will watch a Berenstain Bears clip. Discuss ways that the characters put first things first and why it is important to schedule your big rocks before your little rocks. "You Do Together"- Students will discuss how they could put first things first in their daily lives with a partner. Also have students discuss how this will help them to begin with the end in mind and be proactive. "You Do"- Have students decide one way that they will put first things first this week.</p>
Math		
	<p>I can use the strategy of counting on to add and subtract.</p> <p><u>1.OA.C.5</u> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)</p>	<p>1st Grade Opening - Application Problem - Students will draw a picture to solve a word problem.</p> <p>Mini Lesson - Concept Development - Review how to count on to add using fingers to track change. Solve several addition sentences together discussing how counting on is a shortcut to add.</p> <p>Work Time: Students will complete Problem Set #2 a-n with a partner using the counting on strategy. Students will play KCM or Eureka Math games while teachers meet with math groups.</p>

	<p><u>2nd Grade</u> I will be able to count forward and backward by ones and tens.</p> <p>2.NBT.1 - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>Debrief : How are problems 1a and 1 b similar? How are they different?</p> <p>Students will complete Problem Set #1 a-c as their exit ticket at the end of workshop.</p> <p><u>2nd Grade</u> - Eureka Module 3, Lesson 4 <u>Intro:</u> Introduce the game Race to 100. Students will play this game during partner time today. <u>Mini-Lesson:</u> Students will practice counting up strategies to count up to 1,000. We will practice counting by 1s, 10s, and 100s to count between two given numbers. We will complete the problem set for this lesson in their math notebooks. <u>Partner Practice:</u> Students will play Race to 100 with a partner. <u>Assessment:</u> Students will answer the exit slip questions in their math notebook. Teacher will reteach individually and in small groups as needed. Students who are finished will play math fluency games.</p>
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	Day: Friday	Week of: August 27th
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Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can identify and sound out the "AR" sound. <u>RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>I can edit my writing. <u>W.2.5.W1.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><u>Secret Stories</u> Whole group introduction of secret stories for "ar" sound. We will review two vowels go walking. We will refer back to anchor chart. We will watch youtube video https://www.youtube.com/watch?v=0Vywhf7cF7Q to provide examples through song of the new phonic rule. After the video teacher will create a new anchor chart to provide visual aid for the new phonic skill by creating a list for the "ar" sound. We will do the action cue to help the understanding of the sound.</p> <p>Writing Mini lesson Remind students of the process they have gone through up until now, and let them know they will be learning how to edit their writing. Edit your own writing in front of you class. Slow down your demonstration so the students can see the kinds of strategies you use. Invite the children to join you in doing the same thing you have just done with a new story. Ask the students to try this sam thing, to try editing their own work by making sure the words look right. Let students know that they are getting their pieces ready for an audience. Demonstrate how students will do this. Have the students think of how they will add color before they write. Share a few examples before the students go to work on their own. Send them off to fancy their work with colored pencils. Share-Invite the children to see what their classmates have done and show their classmates what they have done.</p>

Reading	
<p>I can summarize a text. I can build up my reading stamina. I can answer questions about what I am reading. I can determine the meaning of unknown words. I can read poetry fluently.</p> <p><u>RL.2.3</u> Describe how characters in a story respond to major events and challenges.</p> <p><u>RL.1.3</u> Describe characters, settings, and major events in a story, using key details.</p> <p><u>L.2.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><u>RL.1.3</u> Describe characters, settings, and major events in a story, using key details.</p> <p><u>RL.2.1</u> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><u>RL.2.10</u> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Whole Group Reading Reread <u>Edward the Emu</u>. Have students complete SWBST with a partner or independently.</p> <p>Literacy Station Launch Practice silent reading and library stations. Students practice the read and respond station using a book they read for stamina. .</p> <p>Whole Class Choral Reading</p> <p>Vocab Introduce a growth mindset word using Marzano's steps.</p>

	<p><u>L.2.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><u>RL.2.5</u> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p>	
Science/Social Studies		
	<p><u>2nd Grade:</u> 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p><u>2nd Grade:</u> Community Unit Assessment</p>
Math		
	<p>I can determine the unknown part by counting on.</p> <p><u>1.OA.D.8</u> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the</i></p>	<p>1st Grade <u>Opening</u> - Application Problem - Students will draw a picture to solve a word problem. <u>Mini Lesson</u> - Concept Development - Use two-color counters to model: I had 7 counters, but I hid some. Here are 5. How many did I hide? Model counting on and using fingers to track change. Repeat with $5 + _ = 6$, $4 + _ = 6$, $3 + _ = 6$. $9 + _ = 10$, $8 + _ = 10$, $7 + _ = 10$. Have students write the addition sentences on their boards circling the unknown number.</p>

	<p><i>unknown number that makes the equation true in each of the equations</i> $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</p> <p>2nd Grade I will be able to count forward and backward by ones and tens.</p> <p>2.NBT.1 - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>Work Time: Students will complete Problem Set #1-4. Students will play KCM or Eureka Math games while teachers meet with math groups.</p> <p>Debrief : How can it be true that all of the mystery numbers were the same on your page? Students will complete the Eureka exit ticket at the end of workshop.</p> <p>2nd Grade - Eureka Module 3, Lesson 5 Intro: Place Value Video - https://www.youtube.com/watch?v=SKwwRJFEhJg</p> <p>Mini-Lesson: We will use number bonds to break apart three digit numbers to show the value of each digit.</p> <p>Independent Practice: Students will complete the Problem Set in their math notebooks.</p> <p>Assessment: Students will answer the exit slip questions in their math notebook. Teacher will reteach individually and in small groups as needed. Students who are finished will play math fluency games.</p>
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