

	Day: Monday	Week of: September 10
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can sound out and identify the “or” sound.</p> <p>2.L.1 - Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I can write a complete sentence.</p> <p><u>L.2.1.F</u> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>I can write a small moment story.</p> <p><u>W.2.3</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>Secret Stories Whole group introduction of secret stories for “or”. We will review the vowels in the alphabet from previous lessons using anchor charts. Students will model the action cue after teacher introduces it. We will watch the youtube video: https://www.youtube.com/watch?v=YVSk_pf5AAk</p> <p>Writing Mini Lesson Celebrate that your writers have been writing true stories from their lives. Tell your writers that today they will take Small Moments and stretch them out to make even longer stories. Read an excerpt from <u>A Chair for My Mother</u>, juxtapose the vibrant, detailed story with a limp, bland version in order to highlight the value of details. Pause during the reading to highlight the writing technique-using details to stretch out an important moment. Encourage students to write Small Moments. Independent Writing-teacher will confer Share-have a child to read aloud a small moment</p> <p>Language Review components of a sentence. Students will be completing a sentence sort into correct or incorrect sentences. Students will be highlighting the parts of a sentence. Students will be correcting the sentences with errors.</p>
Reading		
	<p>I can make mental images while I am reading.</p> <p><u>RL.2.7</u> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p> <p><u>RL.1.4</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>I can read poetry fluently.</p>	<p>Mini-Lesson Introduce the term Mental Image using the anchor chart. Look at the those two words-teach students to point to their heads for “mental” and act like they are taking a picture for “image.” Read the poem “An Autumn Greeting”to the students.Have them draw and write about their mental image.</p> <p>Literacy Station Launch Practice silent reading station. Model fluency station. Use the crocodile poem. Use the sock puppet app and record twice, once reading poem fluently and read the poem not fluently. Cut out and glue crocodile poem. Answer two</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>I can determine the meaning of unknown words.</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>I can build up my reading stamina.</p>	<p>questions in notebook: what is your favorite part of poem, and draw a visualization from the poem.</p> <p>Vocab Use Marzano's Steps to introduce a growth mindset word.</p> <p>Whole Class Choral Reading</p>
--	--	--

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>1st Grade 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 the steps in the scientific method. I can explain the steps of the scientific method</p>	<p>2nd Grade Review communities, human characteristics, natural characteristics, transportation, suburb, city, small town, basic needs, family for upcoming assessment.</p> <p>1st Grade Mini Lesson: Review the scientific method anchor chart. Discussion</p> <p>Work Time: "Does Popcorn Sink or Float?" Science lesson: Does Popcorn Float? Materials: Popcorn Plastic cups Water You can make a chart of the Scientific Method as you are going through this lesson with the class.</p> <p>1. Question: (Start off with a question): Does popcorn sink or float in water? 2. Hypothesis: (Make a guess and tell why you made that guess): Examples- I think it will float because it is popped in air. I think it will sink because it has holes in it. 3. Procedure (What are the steps for your experiment?): 1. Research Popcorn (internet, read "The Popcorn Book" by Tomie dePaola) 2. Pop popcorn (2 bags for the class) 3. 1 cup of water for two students 4. Each student drops 2 pieces of popcorn in the cup of water. 4. Data. (graph, t-chart, picture, drawing, venn diagrams,): Draw your results in your Science journal. 5. Results/Conclusion (Record you final results and</p>
--	---	---

		<p>thoughts): Popcorn floats in water. After I put the popcorn in water, it stayed on top and didn't sink. Explain to the students that the flakes float because they are lighter or less dense than the water, and the kernels sink because they are denser or heavier than the water. Extra: Do the kernels sink or float?</p> <p>Debrief: "How did we use the scientific method in our experiment?" "How did the scientific method help us during the Popcorn Experiment?"</p>
--	--	---

Math

	<p>1st Grade I can show that if you change the positions of addends the total is the same.</p> <p>CC.1.OA.3 Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i></p> <p>2nd Grade I will be able to write and read two and three-digit numbers in all forms.</p> <p>2.NBT.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>1st Grade Eureka Math Module 1 Lesson 20 Opening - Application Problem - Students will draw a picture to solve a word problem. Mini Lesson - Concept Development - Teacher will pass out an expression card to each student. Students will find someone who has an expression card with a total equal to theirs. Then they find their partner, they will take an equal sign from the pile in the front of the room, sit with their partner and write a number sentence with their cards. (i.e. $3+2=2+3$) Teacher will ask "Here is a number sentence a partnership made ($1+7=7+1$) Does everyone agree that 1 plus 7 is the same amount as 7 plus 1?" T continues " If I wanted to count on to solve this, which would be faster, starting with 1 and counting on 7 or starting at 7 and counting on 1? Discuss this with your partner." After some discussion teacher will repeat with other equations. Work Time: The class will complete #1 of problem set #1 together. Then, they will complete problems # 2 & 3 independently. Students will complete Problem Set #2 with their shoulder partner. Students will play KCM or Eureka Math games while teachers meet with math groups. Debrief : If I gave you a really challenging expression like $1 + 51$, how could you use what you learned today to make it an easier expression to solve?</p> <p>2nd Grade - Eureka Module 3, Lesson 7 (NO APPLICATION PROBLEM) <u>Intro</u>: Begin by having students complete the Activity Sheet by writing out the word form of single numbers. Forms of Numbers - https://www.youtube.com/watch?v=KevSRQo6l0g Then have students watch this video https://www.youtube.com/watch?v=GIQqEVcXfTI and play along with their white boards. <u>Mini-Lesson</u>: Teacher will review expanded form and discuss word form and standard</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>form. Students will practice writing two and three digit numbers in all three forms. Using three dice (large inflatable if you have them), students will roll three digit numbers and then work together to write the numbers in standard, expanded, and word form on their white boards.</p> <p><u>Partner Practice:</u> Students will complete the Problem Set for this lesson. Students who are struggling may be called to a small group with a teacher.</p> <p><u>Debrief:</u> We will discuss how different forms of numbers help us in different ways to understand the number.</p> <p><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
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can sound out and identify the "au/aw" sound.</p> <p>2.L.1 - Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I can write a complete sentence.</p>	<p><u>Secret Stories</u></p> <p>Whole group introduction of secret stories for "au/aw" 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=DCewkZOO_ew 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 "aw/au" sound. We will do the action cue to help the understanding of the sound.</p> <p>Writing</p>

	<p><u>L.2.1.F</u> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>I can write a small moment story.</p> <p><u>W.2.3</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>Mini-Lesson Remind the class that they already saw how an author took a small moment and turned it into a story. Tell them that today, they can watch you do this. Teacher will model the writing process of coming up with a small moment. Model how writers envision their stories in their minds. Ask students to tell their friend what they noticed that you did as a writer. Help the class generate a short list of observations. Write down what the students say in a chart that will become a reference. Review the list by telling students they will do all these things when they write their own stories today and every day.</p> <p>Independent Writing-Teacher will confer Share-Call children together on the carpet. Tell them that a lot of children have asked you, "Is this a small moment?" Ask students to judge if a story is a small moment by listening to examples.</p> <p>Language Review components of a sentence anchor chart. Students will complete a sentence SCOOT correcting the incorrect sentences.</p>
--	---	---

Reading

	<p>I can make mental images while I am reading.</p> <p><u>RL.2.7</u> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p> <p><u>RL.1.4</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>I can build up my reading stamina.</p> <p>I can read poetry fluently.</p> <p>I can determine meanings of unknown words.</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.2.10</u></p>	<p>Mini-Lesson Read <u>The Salamander Room</u> WITHOUT showing the pictures. When you are finished reading or stopping at spots in the book have the students go back to their desks and draw and write about their mental image from the text.</p> <p>Literacy Station Launch Practice the silent reading station. Practice fluency station. Have a student model using the sock puppet app. Students will cut out and glue poem into reader's notebook. Students answer the two question: favorite part, draw a visualization.</p> <p>Vocab Introduce growth mindset word using Marzano's steps.</p> <p>Whole Class Choral Reading</p>
--	---	--

	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.	
--	---	--

Science/Social Studies

	<p>2nd Grade:</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>1st Grade NGSS-1-LS1-2- NGSS-1-LS3-1-</p> <p>I can determine patterns in behavior of parents and offspring that help offspring survive.</p> <p>I can construct an evidence based account that young animals are like, but not exactly like their parents. .</p>	<p>2nd Grade</p> <p>Review communities, human characteristics, natural characteristics, transportation, suburb, city, small town, basic needs, family for upcoming assessment.</p> <p>1st Grade</p> <p>Mini Lesson: Teacher will display slides 4-7 of Animals and Their Young on the ActivBoard. The teacher will think aloud about the information presented on elephants and their offspring. Work Time: As the teacher thinks aloud, the class will work together to complete the recording sheet analyzing how the mother's behavior helps the offspring to survive as well as the Venn Diagram to show how the adult elephant and baby elephant are alike and different.</p>
--	---	--

Math

	<p>1st Grade</p> <p>I can add doubles fact and doubles facts plus 1 within 20.</p> <p>1.OA.C.6</p> <p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating</p>	<p>1st Grade</p> <p>Eureka Math Module 1 Lesson 21</p> <p>Opening - Application Problem - Students will draw a picture to solve a word problem.</p> <p>Mini Lesson - Concept Development - Teacher will model how to count by 2s to 10 using her fingers. Students will practice counting after the teacher models. Teacher will show the pinkie of each hand and ask what number sentence matches what she is showing. Next, she shows her pinkie and ring finger of each hand and asks what number sentence is shown now. "What did you notice about the numbers we added each time?" Students will work with a partner to create doubles facts. Partner A will show a fact with their fingers while Partner B gives the number sentence that matches what Partner A is showing. Teacher will then model a doubles plus 1 fact. Work Time: Students will complete Problem Set #1-4. Shoulder partners</p>
--	---	---

	<p>equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>2nd Grade I will be able to write and read two and three-digit numbers in all forms.</p> <p>2.NBT.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 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>will complete problem set #7a-f together. The class will complete #* and #9 together. Students will play KCM or Eureka Math games while teachers meet with math groups. Debrief : Is $4 + 3$ a doubles plus 1 fact? Why? How is this related to another lesson we've done recently? Students will complete the Eureka exit ticket at the end of workshop.</p> <p>2nd Grade - Eureka Module 3 Mid Module Assessment</p>
--	---	---

	Day: Wednesday	Week of: August
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		

	<p>I can identify and sound out the ou/ow sounds.</p> <p>2.L.1 - Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I can write a complete sentence.</p> <p><u>L.2.1.F</u> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>I can stretch out my small moments story.</p> <p><u>W.2.3</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>Secret Stories Whole group introduction of secret stories. "ou/ow" We will review the "ar" sound. We will watch youtube video: https://www.youtube.com/watch?v=3Uz9U7YhmCw We will refer to the anchor chart while reading the secret story. We will do the Action Cue.</p> <p>Writing Mini-Lesson Celebrate the fact that children are writing their Small Moments across several pages. Tell them that today you'll study an author who does this too. Tell writers that you will read an excerpt from <u>The Kissing Hand</u> and ask writers to notice how the author takes a Small Moment and stretches it out. Remind children of how the excerpt fits into the larger story, and then read the Small Moment excerpt aloud, voicing the turn of the page. Model how to take a small moment and stretch it across pages. Independent Writing-Teachers will confer. Share-Have a child explain that when they stretched their story out on pages, it was more detailed and sequenced.</p> <p>Language Review complete sentence anchor chart. Students will complete a complete vs incomplete sentence sort. Students will turn incomplete sentences to complete sentences.</p>
--	---	--

Reading

	<p>I can make mental images while I am reading.</p> <p><u>RL.2.7</u> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p> <p><u>RL.1.4</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. I can read poetry fluently. I can build up my reading stamina. I can determine meanings of unknown words.</p> <p><u>L.2.4</u></p>	<p>Mini Lesson Reread <u>The Salamander Room</u> with an emphasis on asking kids what they are picturing in their heads as you read and how their mental image is changing.</p> <p>Literacy Station Launch Practice silent reading station. Practice fluency station using "Sick" poem.</p> <p>Vocab Introduce growth mindset word using Marzano's steps.</p> <p>Whole Class Choral Reading</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> <p>.RL.2.10</p> <p>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>	
Science/Social Studies		
	<p>2nd Grade:</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>1st Grade NGSS-1-LS1-2- NGSS-1-LS3-1-</p> <p>I can determine patterns in behavior of parents and offspring that help offspring survive. I can construct an evidence based account that young animals are like, but not exactly like their parents.</p>	<p>2nd Grade Review communities, human characteristics, natural characteristics, transportation, suburb, city, small town, basic needs, family for upcoming assessment</p> <p>1st Grade Mini Lesson: Teacher will display slides 14-17 of Animals and Their Young on the ActivBoard and think aloud about the information presented on orangutans and their offspring. We do: The class will work together to complete the recording sheet analyzing how the mother's behavior helps the offspring to survive as well as a Venn Diagram comparing and contrasting the adult orangutan with its young. Debrief: How are the adult and baby animal alike and different?</p>
Math		
	<p>1st Grade I can look for and use patterns on an addition chart to solve problems with common addends.</p> <p>1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within</p>	<p>1st Grade Eureka Math Module 1 Lesson 22 Opening - Application Problem - Students will draw a picture to solve a word problem. Mini Lesson - Concept Development - Mathematicians, today you need to especially put on your noticing ears and eyes! Read the expressions aloud with me. $1 + 0$, $2 + 0$, $3 + 0$, $4 + 0$, $5 + 0$, $6 + 0$, $7 + 0$, $8 + 0$, $9 + 0$, $10 + 0$. Teacher: What did you notice was the same as you read each of these expressions? What did you notice was</p>

	<p>10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>2nd Grade I will be able to:</p> <ul style="list-style-type: none"> - count the total value of ones, tens, and hundreds. <p>2.NBT.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s.</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</p>	<p>different as you read each of these expressions? Now, let's solve each problem together. As students solve the problems, transform the expressions into equations as the teacher or student volunteers write the solutions. Be sure to have students read the equations aloud. Next, reveal the +1 column, and go through the same process of having students read, notice the similarities and differences, and then solve. Work Time: Students will complete Problem Set. Students will play KCM or Eureka Math games while teachers meet with math groups. Debrief : Look at your Problem Set. We talked about how all the problems add 1 each time in this column. (Gesture going up and down on +1 column.) Is that the only place that had problems adding 1 each time? Students will complete the Eureka exit ticket at the end of workshop.</p> <p>2nd Grade - Eureka Module 3, Lesson 11 Intro: Practice counting aloud forward and backward by ones, tens, and hundreds. Students will complete the Addition and Subtraction to 10 Sprint. Mini-Lesson: Students will practice showing three digit numbers with base-10 blocks as well as place value discs. Students will compare and contrast the two representations of each number. Independent Practice: Students will work to complete the Problem Set for this lesson. We will then review and discuss the answers as a group. Debrief: We will discuss the similarities and differences in how to represent numbers in different ways. 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>
--	---	---

	Day: Thursday	Week of: August
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can sound out and identify the oi/oy sound.</p> <p>2.L.1 - Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I can write a complete sentence.</p> <p>L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>I can stretch out the words I write.</p> <p>W.2.3 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 provide a sense of closure.</p>	<p>Secret Stories Whole group introduction of secret stories. Teacher will read the new story for "oi/oy". We will make the vowel sounds together as a class. Students and teacher will refer to the new anchor chart for lesson and previous anchor charts as needed. We will watch the youtube video: https://www.youtube.com/watch?v=Hbt0Thvs1GE Teacher will introduce the sound by demonstrating the action cue. We will do the cue together.</p> <p>Writing Mini Lesson Explain to students that writers say words they don't know slowly, writing all the sounds so that people can read their writing. Show students how you illustrated a part of a small moment and tell the story. Model the strategies you use to write words-say the word slowly, exaggerating the sounds. Model listening and writing the letter for the sound. Ask students to help you write another word by working on their whiteboards. Independent Writing-Teacher will confer. Share-Have a writer explain how they stretched out words. Have students to reread their work to their partners, asking themselves: Did I record all the sounds I can.</p> <p>Language Students will be completing a complete vs incomplete SCOOT. Students will make the incomplete sentences complete.</p>
Reading		
	<p>I can make mental images while I am reading.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p> <p>RL.1.4</p>	<p>Mini Lesson Review Mental Imagery anchor chart. Now show students the poster about changing your mental image throughout the story. Read the poem "Two Little Kittens" stopping after each stanza to let kids draw their mental image on the printable.</p> <p>Literacy Station Launch Practice silent reading station. Model word work station. Make words using magnetic letters on board. Students will</p>

	<p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. I can build up my reading stamina. I can determine meanings of unknown words. <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. <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. I can use spelling patterns in my writing. <u>.L.2.2.D</u> Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	<p>write words in notebook sorted correctly using a highlighter to show pattern. If more time the students will play a word work game.</p> <p>Vocab Introduce growth mindset word using Marzano’s steps.</p> <p>Whole Class Choral Reading</p>
--	---	---

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. 1st Grade I can ask and answer questions about Habit 3.</p> <p>CC.1.SL.1 Participate in collaborative conversations with diverse</p>	<p>2nd Grade Assessment on communities.</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>
--	--	---

	<p>partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	
Math		
	<p>1st Grade I can add to 20. <u>1.OA.C.6</u> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>2nd Grade I will be able to: - change between place values.</p> <p>2.NBT.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s. 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</p>	<p>1st Grade Eureka Math Module 1 Addition Review Opening - Application Problem - Students will draw a picture to solve a word problem. Mini Lesson -Teacher will explain that students will work in their table groups to review for tomorrow's test. Teacher will display a question and pairs will work together to find the answers. Table teams will then discuss the answers they got to determine if they are correct or need to be fixed. Work Time: Team review activity Debrief : After reviewing today, what skills do you think are still challenging?</p> <p>2nd Grade - Eureka Module 3, Lesson 12 (NO APPLICATION PROBLEM) <u>Intro</u>: Students will complete the Sums to 10 with Teen Numbers Sprint. Review ten more/ten less <u>Mini-Lesson</u>: Teacher will discuss how to trade out 10 ones to make 1 ten, 10 tens to make 1 hundred, and 10 hundreds to make 1 thousand. <u>Partner Practice</u>: Students will work with a partner on 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>

--	--	--

	Day: Friday	Week of: September 10
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can identify and sound out the “oo” sound.</p> <p>2.L.1 - Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I can write a complete sentence.</p> <p><u>L.2.1.F</u> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>I can sketch my small moment.</p> <p><u>W.2.3</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><u>Secret Stories</u> Whole group instruction for the secret story for the “oo” sound. Students will do action cue for the sound. Watch the video for the sound. https://www.youtube.com/watch?v=kL074H5XdNI</p> <p>Writing Mini Lesson Model using your own small moment story the difference between sketching and drawing. Return to the chart, you made earlier in the week. Show how you revised the chart. Show how you sketch on each page and then write your story on each page. Ask students to picture in their minds what they’ll write, and then what they’ll sketch, not draw. Independent Writing-teacher will confer Share</p> <p>Language Review components of a sentence and complete sentence anchor chart. Students will be completing a complete vs incomplete sort. Students will glue the pockets down into their notebooks and sort as complete vs incomplete.</p>
Reading		

	<p>I can summarize a text. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral I can read poetry fluently. I can determine meanings of unknown words. I can use spelling patterns in my writing. L.2.2.D Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). 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. .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>Mini-Lesson Review what a summary is with students showing students the summarizing anchor chart. Students write a summary of <u>The Salamander Room</u>.</p> <p>Literacy Station Launch Practice silent reading station. Students practice word work station. Vocab Whole Class Choral Reading</p>
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>Second Steps-Character Development</p>
Math		

	<p>1st Grade I can add within 20. <u>1.OA.C.6</u> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>2nd Grade I will be able to: - read and write numbers within 1,000.</p> <p>2.NBT.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s. 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</p>	<p>1st Grade Eureka Math Module 1 Addition Assessment Students will complete the assessment independently. Debrief : After reviewing today, what skills do you think are still challenging?</p> <p>2nd Grade - Eureka Module 3, Lesson 13 (NO EMPTY NUMBER LINE; NO #2 ON EXIT TICKET) <u>Intro:</u> Students will complete the Place Value Counting to 100 Sprint. Review 100 more/100 less; review how many tens and how many hundreds in a given number. <u>Mini-Lesson:</u> Students will practice writing three digit numbers representing them with place value disks on their white boards. <u>Partner Practice:</u> Students will work with a partner to complete the Problem Set for this lesson. <u>Assessment:</u> Students will answer the exit slip questions (NO QUESTION #2) in their math notebook. Teacher will reteach individually and in small groups as needed. Students who are finished will play math fluency games.</p>
--	---	--