

	Day: Monday	Week of: September 24th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can identify and sound out the ce-ci-cy/ge-gi-gy sounds.</p> <p>2.L.2 - Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>I can write my personal narrative in chronological order.</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>I can identify nouns.</p> <p>.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><u>Secret Stories</u> Whole group introduction of secret stories using the "ce-ci-cy/ge-gi-gy" sound.. Teacher will read to the whole class the new secret story to provide insight as to why this particular blend makes a specific sound when placed together. Teacher and students will watch the phonic video as a visual practice with the blend ce-ci-cy/ge-gi-gy. https://www.youtube.com/watch?v=6CRpzTrmt7s https://www.youtube.com/watch?v=H-1o7EXpTIk</p> <p>Writing Mini-Lesson Tell children that today you will teach a new strategy for stretching out a small moment. The strategy involves writing not only the external but also the internal events. Read an exemplar piece of writing that retells not only what happened but also the writer's response to what happened. Ask the class to turn and talk about the inside and the outside story. Remind everyone of an event in the classroom each is sure to remember. Ask the children to tell the inside story and the outside story of that even to their partner. Repeat for the class an outside and inside story that you overheard partners talking about. Encourage and invite the students to try this strategy in their own writing. Independent Writing-Teacher will confer Share</p> <p>Language As a class make noun anchor charts for people, places and things. Students go on a noun search looking through their books and their classroom looking for nouns.</p>
Reading		
	<p>I can identify the setting of a text. I can read poetry fluently. I can determine meanings of unknown words.</p> <p>RL2.1 Ask and answer such questions as who, what, where, when, why, and ow to</p>	<p>Mini Lesson Read <u>When I was Young in the Mountains</u> to the class. Have students discuss their general reactions to the book. Lead the discussion to where and when the story takes place. Ask students if anyone can remember what we call this. Show students the Setting poster. Discuss as a class. Fill in the whole class anchor chart about setting with popular books and their settings. Have students fill in the</p>

	<p>demonstrate understanding of key details in a text.</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><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> 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 book with three books and their settings. You can have students share their books with classmates.</p> <p>Literacy Station Launch Teacher will review each of the literacy station looks like/sounds like anchor chart. Students will practice rotating to two of the stations like they will do during a normal guided reading lesson time.</p> <p>Vocab Use Marzano’s 5 steps to introduce the word pasture</p> <p>Whole Class Choral Reading</p>
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Science/Social Studies

<p>offspring, survive, behavior</p>	<p>2nd Grade: I can describe why we have laws.</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>2nd Grade:</p> <ol style="list-style-type: none"> Using TPS, ask students “What would our school be like if we didn’t have any rules?” Share ideas. Review word cards for government and laws with students. Present the Community Law Poster and read aloud to students (this is a local law where I am, however, it’s common.) Use TPS again and ask “Why do you think this city needed this law? Why do you think the city keeps this law in place instead of getting rid of it? Do you think it is an important law to have in a community?” Display 2nd page to Community Law Poster as class discussion begins. Complete Laws Flapbook as a class. <p>1st Grade Mini Lesson: Teacher will display slides 32-34 of Animals and Their Young on the ActivBoard. Teacher and class will discuss what they have learned about animals and their</p>
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	<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>offspring. You Do Independently: Students will independently complete the Animals and Their Young handout by choosing an animal and comparing and contrasting it to its offspring.</p>
<p>Math</p>		
	<p><u>2nd Grade</u> I will be able to: - explain one more/one less, 10 more/10 less, 100 more/100 less.</p> <p>2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>1st Grade I can count on using the number path to find an unknown part. <u>1.OA.C.5</u> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	<p><u>2nd Grade</u> - Eureka Module 3, Lesson 18 <u>Intro:</u> Students will complete the Sums Crossing Tens Sprint. Teacher will review the hundreds chart and how to find 1 more/1 less, 10 more/10 less, and 100 more/100 less. <u>Mini-Lesson:</u> Teacher will discuss 1 more/1 less, 10 more/10 less, and 100 more/100 less using a place value chart and place value discs by adding and taking away discs on the place value chart. <u>Partner Practice:</u> Students will work together to complete the problem set for this lesson in their math notebook. <u>Assessment:</u> Students will complete the Exit Ticket for this lesson in their Math notebook. Teacher will pull small groups as needed for reteaching. Students who finish early will be able to play numeracy games.</p> <p>1st Grade Eureka Math Module 1 Lesson 27</p> <p>Opening - Application Problem - Students will draw a picture to solve a word problem.</p> <p>Mini Lesson - Concept Development - Teacher will (Write $9 - 8 = ?$ on the board, and read the equation aloud with students.) Fill in your number bond using this number sentence. One of the boxes should be left empty. What are some ways we can solve this? Talk with your partner. Teacher will circulate and listen. Then, ask a student or two to share with the class. I heard someone say that we can count back. Let's use the number path to count back and solve $9 - 8 = ?$. Which way should we hop to show taking away 8? How many times? Let's start with our whole, and count as we draw our hopping marks. T/S: 1, 2, 3, 4, 5, 6, 7, 8. What is $9 - 8$? Write that in your number bond, solve your number sentence, and circle the unknown or answer number we were solving for. We counted back 8 from 9 until we reached 1. Wow, that took us a long time! Hmmm, is there a faster way to solve this? I heard someone say that we can add instead. So, if we think addition, what addition sentence could we write to help us solve $9 - 8 = ??$ Please write that number sentence.</p>

		<p>(Pause.) Let's use our number paths to solve $9 - 8 = ?$ by thinking of $8 + ? = 9$.</p> <p>Work Time: Students will complete Problem Set #1, problems 1 & 2 as a whole group. Students will then complete 3-7 with their shoulder partner. Then they will complete the second page all on their own. Students will play KCM or Eureka Math games while teachers meet with math groups.</p> <p>Debrief : What strategy did you use for Problem 10(a)? Why? Problem 10(b)? Problem 10(c)?</p> <p>Students will complete the Eureka exit ticket at the end of workshop.</p>
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	Day: Tuesday	Week of: September 24th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can sound out and identify the ph blend.</p> <p>2.L.2 - Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>I can write a strong ending to my personal narrative.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events,</p>	<p><u>Secret Stories</u> Whole group introduction of secret stories using the ph blend. Teacher will read to the whole class the new secret story to provide insight as to why this particular blend makes a specific sound when placed together. Teacher and students will watch the phonic video as a visual practice with the digraph. https://www.youtube.com/watch?v=z1bseW0nI2k</p> <p>Writing Mini Lesson Compliment the children on their small moment stories and tell them sometimes their story endings need work. Say, "Often your stories to end like this.." and give examples. Tell children how you see them ending stories. If they jump far away from the Small Moment, suggest they</p>

	<p>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 nouns.</p> <p><u>.L.2.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>find ending within their moments. Ask the class to join you in writing a new ending for the story you cited earlier. Think aloud to get them started searching for an ending within the moment. Offer several possible endings and how you got to them. Tell the class that you need help to write an ending to a story based on a shared experience. Read the piece aloud. Tell the students to turn to a partner and talk about whether the story has a good ending. Could they improve on it? Signal for the class to come back together and ask a child how they would end the story. Reread the piece, but this time add the ending a student suggested. Invite and encourage the children to try and think about writing good endings to their stories.</p> <p>Independent Writing Share</p> <p>Language Students complete a sort identifying nouns and non-nouns.</p>
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Reading

	<p>I can describe the setting in a story. I can determine meanings of unknown words. I can read poetry fluently.</p> <p>RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL2.7 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><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> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with</p>	<p>Mini Lesson Show students the Analyzing the Setting poster. Discuss how this story would not be the same if it was written in a city in modern times. The characters would have different experiences. Reread the book stopping to use the questioning cards. Have students complete the notebook activity about analyzing the setting.</p> <p>Literacy Station Launch Teacher will review each of the literacy station looks like/sounds like anchor chart. Students will practice rotating to two of the stations like they will do during a normal guided reading lesson time.</p> <p>Vocab Use Marzano's steps to introduce the word mound.</p> <p>Whole Class Choral Reading</p>
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	scaffolding as needed at the high end of the range.	
Science/Social Studies		
	<p>2nd Grade: I can describe why we need laws.</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 describe the stages of the plant life cycle.</p>	<p>2nd Grade: 1. Using chart paper, create a T-Chart with one side labeled as LAWS and the other labeled as NO LAWS. Write down student responses to what their community might be like without laws. 2. Distribute and read Why We Need Laws comprehension page and complete together as a group.</p> <p>1st Grade Mini Lesson: Read <u>The Tiny Seed</u>. Discuss the stages in the life cycle of a plant. How is each stage alike? How is each stage different?</p> <p>Work Time: Students will complete their own diagram of the life of a plant</p>
Math		
	<p>2nd Grade I will be able to: - explain one more/one less, 10 more/10 less, 100 more/100 less.</p> <p>2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>1st Grade I can solve subtraction math stories using different strategies.</p> <p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.</i></p>	<p>2nd Grade Eureka Module 3, Lesson 19 <u>Intro:</u> Students will complete Differences Sprint. Teacher will review the hundreds chart and how to find 1 more/1 less, 10 more/10 less, and 100 more/100 less. <u>Mini-Lesson:</u> Teacher will discuss 1 more/1 less, 10 more/10 less, and 100 more/100 less using a place value chart and place value discs by adding and taking away discs on the place value chart, focusing on how to cross over hundreds numbers when adding and subtracting by 1, 10, and 100. <u>Partner Practice:</u> Students will work together to complete the problem set for this lesson in their math notebook. <u>Assessment:</u> Students will complete the Exit Ticket for this lesson in their Math notebook. Teacher will pull small groups as needed for reteaching. Students who finish early will be able to play numeracy games.</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 Eureka Math Module 1 Lesson 28 Opening - Application Problem - Students will draw a picture to solve a word problem. Mini Lesson - Concept Development -Teacher "Welcome to another edition of Math Stories Theater! You will be watching math stories and having a hand at solving them. There were 6 children at the sleepover. (Call on 6 students to come to the front of the room and act out being at a sleepover.) Two children got picked up. (Draw an imaginary horizontal line in front of 2 students.) How many children stayed? Now, put that into a sentence. Let's use simple math drawings to show how you know 4 children stayed. (Ask all actors to return to the circle.) (Ask students to share their strategies.) Work Time: Students will complete Problem Set #1, problems 1 as a whole group. Students will then complete 2 and 3 with their shoulder partner. Then they will complete # 4 all on their own. Students will play KCM or Eureka Math games while teachers meet with math groups. Debrief : What do our drawings in a row remind us of? (A number path. ? 5-group cards.) Why would you draw our stories this way? Students will complete the Eureka exit ticket at the end of workshop.</p>
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	Day: Wednesday	Week of: September 24th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can identify and sound out the sh blend.</p> <p>2.L.2 - Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><u>Secret Stories</u> Whole group introduction of secret stories using the sh blend. Teacher will read to the whole class the new secret story to provide insight as to why this particular blend makes a specific sound when placed together. Teacher and students will watch the phonic video as a visual practice with the sh digraph. https://www.youtube.com/watch?v=ptfu3tL0OBg</p>

	<p>I can revise my personal narrative.</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>W.2.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>I can identify nouns.</p> <p><u>L.2.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Writing Mini Lesson Tell students that it's time to choose work to fix up and fancy up for publication. Tell them that you'll teach them how to use partners as editors during revision. Ask all the students to be your editors, listening to your draft. Suggest that editors also ask, "Could we add on to this? And make suggestions. Ask children to edit/revise another piece of their own.</p> <p>Independent Writing Share</p> <p>Language Students complete the noun matching activity matching the noun to the type of noun it is.</p>
Reading		
	<p>I can make connections to a text. I can read poetry fluently. I can determine meanings of unknown words.</p> <p>RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</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> 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 making connections and why they are important.. Model making connections to your students on the Anchor chart. Have them make their own connections on the flap book.</p> <p>Literacy Station Launch Teacher will review each of the literacy station looks like/sounds like anchor chart. Students will practice rotating to two of the stations like they will do during a normal guided reading lesson time.</p> <p>Vocab Use Marzano's steps to introduce the word dusk.</p> <p>Choral Reading</p>

Science/Social Studies		
<p>Seek first to understand then to be understood</p>	<p>2nd Grade: I can describe why we need laws.</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 I can ask and answer questions about Habit 5.</p> <p>CC.1.SL.1 <i>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</i></p>	<p>2nd Grade Distribute the What if We Had No Laws writing activity and allow students time to complete independently.</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 think win-win. The whole class will sing the Seek First To Understand, Then To Be Understood Song. "We Do"- Teacher will read scenarios that are either seek first to understand, then to be understood or not. Students will decide as a whole group whether or not each event was seeking first to understand, then to be understood. Teacher will place the event on the appropriate side of a plus/delta chart.</p>
Math		
	<p>2nd Grade I will be able to: - compare numbers using place value</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.4 - Compare two three-digit numbers</p>	<p>2nd Grade Module 3 - Lesson 20</p> <p><u>Introduction:</u> You Tube Comparing Numbers video - https://www.youtube.com/watch?v=3qisu9NF1_0</p> <p><u>Mini-Lesson:</u> Teacher will review place value places and the values of digits. Teachers will review new vocabulary words for this lesson. Teacher will then model how to compare numbers using the proper language and symbols.</p> <p><u>Partner Practice:</u> Students will work with a partner to complete the problem set.</p> <p><u>Assessment:</u> Students will complete the exit slip in their math notebook. Teacher will pull</p>

	<p>based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>1st Grade I can solve subtraction math stories using different strategies.</p> <p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></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>students for reteaching as needed. Students who complete their work can play math fluency games.</p> <p>1st Grade Eureka Math Module 1 Lesson 29 Opening - Application Problem - Students will draw a picture to solve a word problem. Mini Lesson: Concept Development Teacher : Welcome to another edition of Math Stories Theater! Six children are at a sleepover. (Call 6 children to the front, lining them up in a straight row.) Four children are wearing black shoes. The rest are wearing white shoes. How many children are wearing white shoes at the sleepover? Write a subtraction sentence to answer the question. By lining up our actors in a straight row, we can easily see the sets of students. Let's try another one. It's bedtime. Three children are in their sleeping bags. The rest are underneath their blankets. How many children are using blankets? Turn and decide with a partner. Work Time: Students will complete Problem Set #1 as a whole group. Students will then complete 2 & 3 with their shoulder partner. Then they will complete # 4 all on their own. Students will play KCM or Eureka Math games while teachers meet with math groups.</p> <p>Debrief : In what way does making your drawing in a straight line help you solve the math problems? Use Problem 3 to help you explain your thinking.</p> <p>Students will complete the Eureka exit ticket at the end of workshop.</p>
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	Day: Thursday	Week of: September 24th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		

	<p>I can identify and sound out the th digraph.</p> <p>2.L.2 - Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>I can edit my personal narrative.</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>W.2.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>I can identify nouns.</p> <p><u>L.2.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Secret Stories Whole group introduction of secret stories using the th blend. Teacher will read to the whole class the new secret story to provide insight as to why this particular blend makes a specific sound when placed together. Teacher and students will watch the phonic video as a visual practice with the th digraph.</p> <p>https://www.youtube.com/watch?v=Ih55yasmR-Q</p> <p>Mini Lesson Teachers will go over rainbow editing anchor chart. Teacher will model rainbow editing. Independent Writing-Students will rainbow edit their personal narrative. Share</p> <p>Language Students will choose the nouns that go into the categories of place, person and people. The students will then write a sentence using that word.</p>
Reading		
	<p>I can use information from the pictures and words in a story to help me better understand the characters, setting, and plot. I can determine meanings of unknown words. I can read poetry fluently.</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><u>L.2.4</u> Determine or clarify the meaning of unknown and</p>	<p>Mini Lesson Teacher will model how to use illustrations to gain understanding of a text by filling out a graphic organizer.</p> <p>Literacy Station Launch Teacher will review each of the literacy station looks like/sounds like anchor chart. Students will practice rotating to two of the stations like they will do during a normal guided reading lesson time.</p> <p>Vocab Use Marzano's steps to introduce the word congregation.</p> <p>Whole Class Choral Reading</p>

	<p>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> 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: I can describe the 3 branches of government.</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 I can ask and answer questions about Habit 6.</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: 1. Using TPS, ask students “Who do you think should make the laws in our community?” Share ideas. 2. Present the word card for “3 Branches of Government” and that students will be learning a little about each branch today. 3. Present word card for “mayor” and the Mayor Does poster. Explain the many roles that the mayor has within a community. 4. Present word cards for “court” and “council.” Explain to students the roles that each branch has in their local government. 5. Distribute 3 Branches of Government Tree activity. Work on project this and with students and fill in the branch descriptions with them. (Example is provided).</p> <p>1st Grade "I Do"- Teacher will review the titles of the seven habits and what is a habit. Teacher will review with students, the characters of 7 Oaks. Teacher will then read the sixth story about synergizing. "We Do"- As a class, we will find examples of when the characters worked together and synergized. Teacher may ask the following questions: - Why didn't the 7 Oaks gang want to play the Badgers in a soccer game at first? -Why did the gang get so far behind by halftime? And why did they want to quit? -What strengths did Sophie tell Allie, Goob, Jumper, Sammy, Lily, and Pokey that each of them had? What are you good at? -How did the gang win the game? What made the difference? Who scored the winning goal? -How does it feel when you win as a team? "You Do Together"- Students will discuss what other ways the characters could have synergized. "You Do"- Students will share one way that they will try to synergize with their classmates this</p>

		week. "We Do"- Teacher will introduce and model the Synergize Song. Students will then as a whole class sing the song with their teacher.
Math		
	<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>2.NBT.4 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>1st Grade I can solve subtraction math stories using different strategies.</p> <p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.</i></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><u>2nd Grade</u> Module 3 - Test Review</p> <p>1st Grade Eureka Math Module 1 Lesson 30 Opening - Application Problem - Students will draw a picture to solve a word problem. Mini Lesson - Concept Development -Display 5 books (either on the ledge of the board or on a shelf). Invite students to sit in the meeting area in a semicircle with their personal white boards. How many books do I have on this shelf? (Gesture to the books.) A student came and put some more books on the shelf. Close your eyes. (Add 2 more books.) Open your eyes. How many books are there now? Let's make a number bond to figure out how many more books the student brought. (Ask students to identify what they already know from the story and decide if it is a part or the total as they fill in the boxes. Have students identify the referents for each number and label the boxes accordingly.) Work Time: Students will complete Problem Set #1 as a whole group. Students will then complete 2 & 3 with their shoulder partner. Then they will complete # 4 all on their own. Students will play KCM or Eureka Math games while teachers meet with math groups. Debrief : How did the addition sentences help you solve today's problems? How did subtraction sentences help you solve today's problems?</p>

		Students will complete the Eureka exit ticket at the end of workshop.
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	Day: Friday	Week of: September 24th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can identify and sound out the wh digraph.</p> <p>2.L.2 - Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>I can publish my personal narrative. W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 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. I can identify nouns. .L.2.1 Demonstrate command of the conventions of standard</p>	<p>Secret Stories Whole group introduction of secret stories using the wh digraph. Teacher will read to the whole class the new secret story to provide insight as to why this particular digraph makes a specific sound when placed together. Teacher and students will watch the phonic video as a visual practice with the wh digraph. https://www.youtube.com/watch?v=l5qZWtWKcYI</p> <p>Writing Mini Lesson Teacher will model how to publish a personal narrative. Independent Writing-Students will publish their personal narrative. Share</p> <p>Language Students take a quiz to identify the nouns in a sentence.</p>

	English grammar and usage when writing or speaking.	
Reading		
	<p>I can use information from the pictures and words in a story to help me better understand the characters, setting, and plot.</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>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> 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 Students will read “Mr. March and the Moose” and fill out a graphic organizer to show what the illustrations add to the story.</p> <p>Literacy Station Launch Teacher will review each of the literacy station looks like/sounds like anchor chart. Students will practice rotating to two of the stations like they will do during a normal guided reading lesson time.</p> <p>Vocab Use marzano’s steps to introduce the word shiver.</p> <p>Whole Class Choral Reading</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.</p>	<p><u>2nd Grade:</u> Miss Marcia- Health</p> <p>1st Grade-Second Steps Character Development</p>
Math		
	<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</p>	<p><u>2nd Grade</u> Module 3 - Assessment</p>

	<p>three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7</p> <p>2.NBT.4 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>1st Grade I can solve subtraction math stories using different strategies.</p> <p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.</i></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>1st Grade Eureka Math Module 1 Lesson 31 Opening - Application Problem - Students will draw a picture to solve a word problem. Mini Lesson - Concept Development -I borrowed 7 books from the library. On my way home, I lent some of the books to a friend. Will my backpack have more or fewer books than 7? How do you know? There are 5 books still in the backpack. How many books did I lend? Let's make a number bond to find out. On your board, make and fill in the number bond. What does 7 stand for? Is that a part or the total number of books in the story? What else do you know? Are these 5 books part of the total number of books? What about this part box? What does it stand for? Let's write a number sentence. Work Time: Students will complete Problem Set #1 as a whole group. Students will then complete 2 & 3 with their shoulder partner. Then they will complete # 4 all on their own. Students will play KCM or Eureka Math games while teachers meet with math groups. Debrief : What new math strategy did we use to solve our story problems today? Students will complete the Eureka exit ticket at the end of workshop.</p>
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