

	<b>Day: Monday</b>	<b>Week of: September 3rd</b>
<b>Critical Vocabulary</b>	<b>Learning Target/Standards</b>	<b>Strategies/Activities</b>
<b>Writing</b>		
	No School-Labor Day	
<b>Reading</b>		
<b>Science/Social Studies</b>		
<b>Math</b>		

	<b>Day: Tuesday</b>	<b>Week of: September 3rd</b>
<b>Critical Vocabulary</b>	<b>Learning Target/Standards</b>	<b>Strategies/Activities</b>
<b>Writing</b>		
	No School-Bullitt Day	
<b>Reading</b>		
<b>Science/Social Studies</b>		
<b>Math</b>		

	Day: Wednesday	Week of: September 3rd
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can stretch out words to help me spell.  <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 the "ar" sound.  <u>RF.2.3</u>  Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Writing  Mini-Lesson  Tell children you'll show them a way to get started writing, building on what they've already learned. Return to a piece of writing you've used previously in a mini lesson and say aloud a new bit you want to add. Tell children to watch how you get the words onto the page. Retell the process you used to record words. Tell children to use the same process. Assign them a word and ask them to try the process with you. Tell children to continue writing on their own, using the same process. Remind children of today's lesson so that they can carry it into their independent work. Tell them to get started by listening for the beginning sounds of words, then to listen to more.</p> <p>Independent writing  Share-Share with students the writing of one of their classmates, which can get them excited about where their own writing is going. In this case, you might share a piece of writing that is very long. Imply with excitement that everyone could soon be doing what this child has done.</p> <p>Secret Stories  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  <a href="https://www.youtube.com/watch?v=0Vywhf7cF7Q">https://www.youtube.com/watch?v=0Vywhf7cF7Q</a>  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>

Reading		
	<p>I can make connections to a text.</p> <p>RL 2.1: Ask and answer such questions as who, what, when, where, why, and how (HOW does this relate to my life) to demonstrate understanding of key details in a text</p> <p>I can fluently read poetry. I can build up my reading stamina.</p> <p><u>RL.2.10</u></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>	<p>Mini-Lesson</p> <p>Before reading the text <i>The Invisible Boy</i> to your students show them the Making Connections posters. They can make connections to their own lives, other books, and to the world. Make sure that they understand WHY they need to connect. Now read the text to the students and fill in the class anchor chart for Making Connections. Students can then return to their seats to add the Making Connections flip flap to their notebooks where they show the connections that they made to the text. Make sure they know their connections will be different from their friends!</p> <p>Literacy Station Launch</p> <p>Practice silent reading station. Model the writing station using the writing checklist.</p>
Science/Social Studies		
	<p><b>2nd Grade:</b></p> <p><b>2.16</b> 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><b>2.17</b> Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p>1st Grade</p> <p>NGSS-K-2-ETS1-1</p> <p>Ask questions, make observations, and gather information about a</p>	<p><b>2nd Grade:</b></p> <p>Community Unit Test Review.</p> <p>1st Grade</p> <p>Mini Lesson: Review the scientific method anchor chart. Discuss the purpose and importance of each step.</p> <p>Work Time: "Runaway Pepper Experiment"</p> <p>Materials: H<sub>2</sub>O, bowl, pepper, dish soap, shampoo, bar soap</p> <p>Method: Pour water into a bowl. Sprinkle pepper all over the surface of the water. Dip your finger into the dish soap. Put your soapy finger into the water in the center of the bowl &amp; watch what happens to the pepper!</p> <p>Whole class will work together to complete the scientific method recording sheet during and after the experiment.</p>

	<p>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>Debrief: "How did we use the scientific method in our experiment?" "How did the scientific method help us during the Runaway Pepper Experiment?"</p>
<b>Math</b>		
	<p><b>2nd Grade</b> I will be able to count forward and backward by ones and tens.</p> <p><b>2.NBT.1</b> - 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><b>2.NBT.2</b> - Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p><b>2.NBT.3</b> - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><b>1st Grade</b> I can determine if an addition sentence is true or false. <a href="#">LOAD 7</a> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p>	<p><b>2nd Grade</b> - Eureka Module 3, Lesson 4 <u>Intro:</u> <a href="https://www.khanacademy.org/math/early-math/cc-early-math-place-value-topic/cc-early-math-tens/v/place-value-introduction">https://www.khanacademy.org/math/early-math/cc-early-math-place-value-topic/cc-early-math-tens/v/place-value-introduction</a> <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 use the Hide Zero Cards, straws, and bo to count up by 10's, 100's, and 1,000. <u>Partner Practice:</u> Students will work with a partner to complete the Problem Set. <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> <p><b>1st Grade</b> <b>Opening</b> - Application Problem - Students will draw a picture to solve a word problem.</p> <p><b>Mini Lesson</b> - Concept Development - Play "Make it Equal" with cubes. Partner B closes eyes and Partner A matches their cubes to the teacher's. Partner A closes eyes and Partner B matches their cubes to the teacher's. Partners compare cube sticks and discuss how they are the same and different. Model putting the two cube sticks next to each other with an equal sign in the middle. Repeat with other equations. Introduce the term "true". Write addition sentences to match the cube sticks.</p> <p><b>Work Time:</b> Students will complete Problem Set #1-4. The class will complete problem set #5a-f together and students will work with a partner to find two problems from #5 that are equal. Repeat with</p>

		<p>#6a-f. Students will play KCM or Eureka Math games while teachers meet with math groups.</p> <p>Debrief : What does the equal sign tell us?</p> <p>Students will complete the Eureka exit ticket at the end of workshop.</p>
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	Day: Thursday	Week of: September 3rd
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can sound out and identify the al sound.</p> <p><u>RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>I can share my published writing.</p> <p><u>W.2.6</u> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Secret Stories</p> <p>Whole group introduction of secret stories. "al" We will review the "ar" sound. We will watch youtube video: <a href="https://www.youtube.com/watch?v=x9iQ7W6l86l">https://www.youtube.com/watch?v=x9iQ7W6l86l</a> We will refer to the anchor chart while reading the secret story.</p> <p>Writing Mini-Lesson</p> <p>Make sure the day has a special feel from the children walk into the room by sharing your own excitement. Open the celebration with an air of ceremony and pride in the work the class has done in this unit. Ask writer's to begin reading into the circle and select the student to start the ritual. End the reading into the circle and begin the process where children share their whole pieces in small groups. Let the children share their</p>

		writing and listen to their peers as you walk around and help where needed.
Reading		
	<p>I can make deep connections to a text.            RL 2.1: Ask and answer such questions as who, what, when, where, why, and how (HOW does this relate to my life) to demonstrate understanding of key details in a text            I can build up my reading stamina.            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>Mini Lesson            Show students the “Deep vs. Shallow” poster. Tell students to Dive Deep into the text when they are listening. Reread the text. Discuss whether they might change their connections from yesterday after hearing the book twice now. Have students fill in the “Diving Deep into Text” half sheet and glue into their notebooks.</p> <p>Literacy Station Launch            Practice silent reading station. Practice writing station.</p>
	<p><b><u>2nd Grade:</u></b>  <b>2.16</b> Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among</p>	<p><b><u>2nd Grade:</u></b>            Community Unit Assessment</p> <p>1st Grade            Mini Lesson: Review the scientific method anchor chart.            Discussion</p> <p>Work Time: “Does Popcorn Sink or Float?”</p>

	<p>individuals and among groups.</p> <p><b>2.17</b> Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p><b>1st Grade</b>  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>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><b>1. Question:</b> (Start off with a question): Does popcorn sink or float in water?</p> <p><b>2. Hypothesis:</b> (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.</p> <p><b>3. Procedure</b> (What are the steps for your experiment?):</p> <ol style="list-style-type: none"> <li>1. Research Popcorn (internet, read “The Popcorn Book” by Tomie dePaola)</li> <li>2. Pop popcorn (2 bags for the class)</li> <li>3. 1 cup of water for two students</li> <li>4. Each student drops 2 pieces of popcorn in the cup of water.</li> </ol> <p><b>4. Data.</b> (graph, t-chart, picture, drawing, venn diagrams, ): Draw your results in your Science journal.</p> <p><b>5. Results/Conclusion</b> (Record you final results and 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>
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**Math**

	<p><b>2nd Grade</b>  I will be able to count forward and backward by ones and tens.</p> <p><b>2.NBT.1</b> - 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><b>2.NBT.2</b> - Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p><b>2.NBT.3</b> - Read and write numbers to 1000 using base-ten numerals,</p>	<p><b>2nd Grade</b> - Eureka Module 3, Lesson 5  <u>Intro:</u> Place Value Video - <a href="https://www.youtube.com/watch?v=SKwwRJFEhJg">https://www.youtube.com/watch?v=SKwwRJFEhJg</a></p> <p><u>Mini-Lesson:</u> We will use number bonds to break apart three digit numbers to show the value of each digit.</p> <p><u>Independent Practice:</u> Students will complete the Problem Set in their math notebooks.</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> <p><b>1st Grade</b>  Opening - Application Problem - Students will draw a picture to solve a word problem. Mini Lesson - Concept Development - Teacher writes <math>7 + 1 =</math>  <u>   </u> + <u>   </u> on the board. Students work with a partner to</p>
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	<p>number names, and expanded form.</p> <p>1st Grade</p> <p>I can determine if an addition sentence is true or false.</p> <p><a href="#">1.OA.D.7</a></p> <p>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p>	<p>write a number sentence on their board that will make the equation true. Discuss everyone's responses. Write <math>4 + 2 = 5 + 3</math> on the board and ask if it's true. Introduce the term "false". Model how to make it true. Repeat with other equations. Introduce the True or False game to students.</p> <p>Work Time: Students will complete Problem Set #1. The class will complete problem set #2 together or with a partner. Students will play KCM or Eureka Math games while teachers meet with math groups.</p> <p>Debrief : Imagine an alien came from space and asked you what the equal sign means. What would you say?</p> <p>Students will complete the Eureka exit ticket at the end of workshop.</p>
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	Day: Friday	Week of: September 3rd
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can sound out and identify the ir, er and ur sounds.</p> <p><a href="#">RF.2.3</a></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>I can write a personal narrative.</p> <p><a href="#">W.2.3.W1.3</a></p> <p>Write narratives in which they recount a</p>	<p><u>Secret Stories</u></p> <p>Teacher will read the new story for "ir, er, ur" . We will review the vowels in the alphabet from previous lessons. We will make the vowel sounds together as a class. Teacher will introduce a word list to students using the document camera with words that have ir, er, ur sounds. Students will repeat the word list after the teacher aloud. We will watch the song for er, ir, ur:</p> <p><a href="https://www.youtube.com/results?search_query=er+ir+ur+song">https://www.youtube.com/results?search_query=er+ir+ur+song</a></p>

	<p>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><a href="https://www.youtube.com/watch?v=0uVVJXbc870&amp;index=6&amp;list=PL7STwgjxYI9Kmpd0ar0Y22QQLJjHoPLJ">https://www.youtube.com/watch?v=0uVVJXbc870&amp;index=6&amp;list=PL7STwgjxYI9Kmpd0ar0Y22QQLJjHoPLJ</a></p> <p>Writing Students will be doing a cold write of a personal narrative as a pre-assessment for the personal narrative writing unit.</p>
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Reading

	<p>I can answer questions about a text. I can write for an extended period of time. I can build up my reading stamina. RL 2.1: Ask and answer such questions as who, what, when, where, why, and how (HOW does this relate to my life) to demonstrate understanding of key details in a text <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. <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</p>	<p>Mini Lesson Review the text using the questioning cards. Let students look back at their notebook work from Monday and Tuesday. Have students put their connections into paragraph form using the Invisible Boy writing paper.</p> <p>Literacy Station Launch Practice silent reading station. Students independently complete the writing station.</p>
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	complexity band proficiently, with scaffolding as needed at the high end of the range.	
<b>Science/Social Studies</b>		
	<p><b>2.16</b> 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><a href="#">SL.1.1</a> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>2nd Grade:</b> Second steps</p> <p>1st Grade: Second Steps</p>
<b>Math</b>		
	<p><b>2nd Grade</b> I will be able to write base ten numbers in expanded form.</p> <p><b>2.NBT.3</b> - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><b>2.NBT.1</b> - 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>1st Grade</p>	<p>2nd Grade - Eureka Module 3, Lesson 6 <u>Intro:</u> Expanded Form Video - <a href="https://www.youtube.com/watch?v=4AF7xj7pmWc">https://www.youtube.com/watch?v=4AF7xj7pmWc</a></p> <p><u>Mini-Lesson:</u> Teacher will model and students will practice writing two-digit and three-digit numbers in expanded form using their white boards.</p> <p><u>Independent Practice:</u> Students will work independently to complete the problem set for this lesson.</p> <p><u>Debrief:</u> We will discuss how using expanded form can help us when adding two-digit and three-digit numbers.</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> <p>1st Grade</p>

	<p>I can show that if you change the positions of addends the total is the same.</p> <p><u>1.OA.B.3</u> Apply properties of operations as strategies to add and subtract.</p>	<p>Opening - Application Problem - Students will draw a picture to solve a word problem.</p> <p>Mini Lesson - Concept Development - Teacher has students sit on the carpet with personal white boards. Teacher chooses 5 girls and 3 boys to stand in a row in front of the class. Teacher asks, "How many girls are standing there?" T asks "How many boys are standing here?" Teacher asks students to write a number sentence on their board to show the 5 girls plus 3 boys. She will then have the students write a second number sentence. This time they will start with the number of boys. T asks "What is the total this time when we start with the boys?" Teacher asks "Is that the same total or different total of children as we have the last time we added boys and girls?" Repeat with other equations.</p> <p>Work Time: The class will complete #1 of problem set #1 together. Then, with a partner they will complete problems # 2 &amp; 3. Students will complete Problem Set #2 independently. Students will play KCM or Eureka Math games while teachers meet with math groups.</p> <p>Debrief : There are 3 brownies and 2 cookies on a red plate. There are 2 cookies and 3 brownies on a blue plate. Is there the same number of cookies and brownies on the two plates? How do you know?</p> <p>Students will complete the Eureka exit ticket at the end of workshop.</p>
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