Monday	
8:40-9:10	Roby Rally
9:10	Morning Meeting Model & Practice Arrival Procedures Review anchor chart that was made Review classroom expectations & ROAR - Review Matrix - Model appropriate behaviors - Model wrong behaviors and discuss why they are incorrect. - Remodel correct behaviors
9:20 Vocab I can determine the meaning of unknown words. 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.	Growth Mindset Vocabulary Introduce the word challenge Do Marzano's Steps for word
9:50 Whole Group Reading I can train my brain. RL.2.3 Describe how characters in a story respond to major events and challenges.	Growth Mindset Go over anchor chart.Students will be completing an I can train my brain sorting activity. They will sort phrases that they should or should not tell their brain.
10:10-11:00	Special Area (Tuesday)
11:00 Guided Reading I can build up my reading stamina. RL2.10 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.	Literacy Station/Reading Workshop Launch Teacher will go over what reading stamina is. Students will practice their reading stamina. Fill in class graph. Teacher will model silent reading literacy station. Teacher will model completing reading log. Tell students why we do this station.
11:55	Review lunchroom & hallway expectation anchor charts

12-12:30	Lunch & Restroom Break
12:30	Mindful Minute Watch Class Dojo video titled Draw Your Beast
12:40 Shared Reading/Reading Academy I can describe how characters respond to major challenges. RL.2.3 Describe how characters in a story respond to major events and challenges.	Teacher will read My Most Magnificent Thing. Have a class discussion about how the character showed perseverance..
1:05 Math I will be able to describe myself using math. **2.OA.2** - Fluently add and subtract within 20 using mental strategies.	We will be completing the Math About Me getting to know you activity as a class.
2:00 Habit Lesson **I can ask and answer questions about how a character behaves thinks in a text.** **2.RL.1** - Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **2.RL.3** - Key Ideas and Details: Describe how characters in a story respond to major events and challenges.	Introduce the Seven Habits of Happy Kids with book. Read the story for Habit #1 from text and discuss the characters problems and solutions.Teacher and students will practice stating what Being Proactive means using small anchor charts. Students will complete the writing prompt about what it means to be proactive.
2:45 Recess	
3:15 Growth Mindset I can describe how characters in a story respond to major events and challenges. RL.2.3 Describe how characters in a story respond to major events and challenges.	Teacher will read Rosie's Brain to the class.Students will watch the Class Dojo video "Your Brain is Like a Muscle".

Tuesday	
8:40-9:10	Morning Work
9:10 Morning Meeting	Model & Practice Arrival & Classroom Procedures Review ROAR Review anchor chart that was made
9:20 Vocab I can determine the meaning of unknown words. 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.	Growth Mindset Vocabulary Introduce the word:intelligence Do Marzano's Steps for word
9:40 Whole Group Reading I can describe how characters respond to major challenges. RL.2.3 Describe how characters in a story respond to major events and challenges.	Teachers will read aloud Giraffes Can't Dance. Class will make an anchor chart of things that the students can't do yet.
10:10-11:00	Special Area
11:00 Guided Reading I can build up my reading stamina. RL2.10 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.	Literacy Station/Reading Workshop Launch Teacher will go over what reading stamina is. Students will practice their reading stamina. Fill in class graph.Class will fill out reading log together.
11:55	Review lunchroom & hallway expectation anchor charts
12-12:30	Lunch & Restroom Break

12:30	Mindful Minute-watch Class Dojo video titled Mindful Breathing with Mojo
12:45 Reading Academy/Growth Mindset I can describe how characters respond to major challenges. RL.2.3 Describe how characters in a story respond to major events and challenges.	Students will be completing a power of yet fill in the blank and a sort. The students will watch Class Dojo video titled "The Incredible Power of Yet".
1:05 Math I will be able to: - synergize with my group to solve 2nd grade math problems. **2.OA.2** - Fluently add and subtract within 20 using mental strategies.	Math Workshop Launch We will be launching math workshop by introducing math center fluency games while reviewing 1st grade math skills.
2:20 Math Academy/ Habit Lesson **I can ask and answer questions about how a character behaves.** **2.RL.1** - Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **2.RL.3** - Key Ideas and Details: Describe how characters in a story respond to major events and challenges.	Teacher will read aloud a Habit 1 book. As a class, the students will complete a proactive vs reactive venn diagram.
2:40	Review recess expectations anchor chart
2:45 Recess	
3:05 Growth Mindset I can describe how a character showed perseverance. SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Class discussion of the book My Most Magnificent Thing using comprehension questions discussing perseverance. Students will complete the mistakes help me grow writing prompt.

Wednesday	
8:40-9:10	Morning Work
9:10	Model & Practice Arrival Procedures Review anchor chart that was made Review ROAR
9:20 Writing I can determine the meaning of unknown words. 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.	Growth Mindset Vocabulary Introduce the word learning Do Marzano's Steps for word
9:40 Whole Group Reading I can describe the connection between scientific ideas in a text. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Teacher will read aloud Your Fantastic Elastic Brain:Stretch It, Shape It. Make a class anchor chart about the text.
10:10-11:00	Special Area
11:00 I can build up my reading stamina. RL2.10 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.	Literacy Station/Reading Workshop Launch Teacher will review what reading stamina is. Students will practice their reading stamina. Fill in class graph. Students will practice the silent reading station by filling out their reading log. Model the Library station. Teacher will model how to fill out the post-it note by answering the question: What is the setting of the story?
11:55	Review lunchroom & hallway expectation anchor charts

12-12:30	Lunch & Restroom Break
12:30	Mindful Minute
12:40	Mindful Minute
12:45 Reading Academy/Growth Mindset I can determine the difference between a fixed mindset and a growth mindset. SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	Review fixed mindset vs growth mindset anchor chart. Students will complete a fixed mindset vs growth mindset sort.
1:05 Math I will be able to: - synergize with my group to solve 2nd grade math problems. **2.OA.2** - Fluently add and subtract within 20 using mental strategies.	Math Workshop Launch We will be launching math workshop by introducing math center fluency games while reviewing 1st grade math skills.
2:20 Math Academy/Habit Lesson **I can ask and answer questions about how a character behaves.** **2.RL.1** - Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **2.RL.3** - Key Ideas and Details: Describe how characters in a story respond to major events and challenges.	Read Choose Your Own Weather story on Leader In Me Online. Have students complete the weather analogies from Leader In Me Online. Review the Choose Your Own Weather anchor chart.
2:45 Recess	
3:05 Growth Mindset I can retell a story. RL.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	Have students work with a partner to retell the book:My Most Magnificent Thing. Groups will plan what their most magnificent thing will be.

Thursday	
8:40-9:10	Morning Work
9:10	Morning Meeting Model & Practice Arrival Procedures Review anchor chart that was made Review ROAR
9:20 Writing I can determine the meaning of unknown words. 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.	Growth Mindset Vocabulary Introduce the word mindset Do Marzano's Steps for word
9:40 Whole Group Reading I can retell a story. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Teacher will read Wemberly Worried. Have students think about what worries them.Class will work together to retell the story. After the completion of the reading, students will write about their worries.
10:10-11:00	Special Area
11:00 I can build up my reading stamina. RL2.10 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.	Literacy Station/Reading Workshop Launch Teacher will review what reading stamina is. Students will practice their reading stamina. Fill in class graph. Students practice the silent reading station by filling out their reading log. Class will practice library station. Teacher will put a graffiti paper on each table for them to draw the setting of a book that the class has read.
11:55	Review lunchroom & hallway expectations
12-12:40	Lunch & Restroom Break
12:40	Mindful Minute

12:45 Reading Academy/Growth Mindset	
1:05 Math I will be able to: - synergize with my group to solve 2nd grade math problems. **2.OA.2** - Fluently add and subtract within 20 using mental strategies.	Math Workshop Launch We will be launching math workshop by introducing math center fluency games while reviewing 1st grade math skills.
2:20 Math Academy/Habit Lesson 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.	Students will be completing a proactive vs reactive vocabulary sort.
2:40	Review playground expectations
2:45	Recess
3:05 Growth Mindset I can synergize with my group to create a new product. SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	Students will synergize with their group to make their most magnificent thing.

Friday	
8:40-9:10	Morning Work
9:10	Morning Meeting Model & Practice Arrival Procedures Review anchor chart that was made Review ROAR
9:20 Writing I can pick a topic and write about it for a sustained amount of time. 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.	Writing Workshop Launch Mini-Lesson Explain that every day students will work in a writing workshop and that the workshop will always begin with a mini-lesson. Tell the children that they are going to become writers. Show children how to go about choosing a topic they know and care about. Show that you begin by thinking about your subject, and then sketch it from the image in your mind. Have students think about a topic and to tell a friend about the topic. Have children write on their own. As students write, teachers will confer. Share time.
9:50 Vocab I can determine the meaning of unknown words. 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.	Growth Mindset Vocabulary Introduce the word persevere Do the Marzano's steps for the word.
10:10-11:00	Special Area
11:00 Guided Reading I can build up my reading stamina. RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with	Literacy Station/Reading Workshop Launch Teacher will review what reading stamina is. Students will practice their reading stamina. Fill in class graph. Students will practice the silent reading station by filling out a reading log. Students will be completing the library station on their own by drawing/writing about the setting of the text.

scaffolding as needed at the high end of the range.	
11:55	Review lunchroom & hallway expectations
12-12:40 Lunch & Restroom Break	
12:30	Mindful Minute
12:45 Reading Academy/Growth Mindset I can write a growth mindset story. 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.	Review all growth mindset anchor charts. Students will write their growth mindset story.
1:05 Math I can add and subtract using different strategies. 2.OA.B.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.	Students will be completing a Module 1 pretest.
2:20 Math Academy/Habit Lesson I can ask and answer questions about how a character behaves. **2.RL.1** - Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **2.RL.3** - Key Ideas and Details: Describe how characters in a story respond to major events and challenges.	Teacher reads "Kings Roadblock" and discuss the king's actions. Have students brainstorm ways to take initiative at home. Play the game Lava Pit.
2:45 Recess	
3:05 Growth Mindset SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with	Students will present their most magnificent thing to the class.

| peers and adults in small and larger groups. | |