



Monday 08/29/2016	Tuesday 08/30/2016	Wednesday 08/31/2016	Thursday 09/01/2016	Friday 09/02/2016
<p>Math review 8:10am - 8:55am</p> <p>Objective: I can add and subtract numbers fluently. Skill: Mental math, fluency</p> <p>Activator: TW go over the routine using the flashcards and SW partner up and become coach and player and then switch roles. Independent Work: TW hand out the fluency worksheet and time the students for practice. Closure: TW go over the answers and the SW correct their answers. They are to put it away in their math folders.</p> <p>Standards 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>Math review 8:10am - 8:55am</p> <p>Objective: I can add and subtract numbers fluently. Skill: Mental math, fluency</p> <p>Activator: TW go over the routine using the flashcards and SW partner up and become coach and player and then switch roles. Independent Work: TW hand out the fluency worksheet and time the students for practice. Closure: TW go over the answers and the SW correct their answers. They are to put it away in their math folders.</p> <p>Standards 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>Spalding 8:10am - 9:05am</p> <p>Week 5: Day 3</p> <p>Objective: I can know and apply grade-level phonics and word analysis skills in decoding words. I can recognize and read grade-appropriate irregularly spelled words.</p> <p>WHOLE GROUP: OPR: TW Step 1: review phonograms: dge, tch, ey, ie, ei, ough, x, n, ow, kn, and HW phonograms: er, wor, ear, b, d, a, e, i, o, u, ur, oo, ay, igh, th, ir, aw, ee, c, h</p> <p>INDIVIDUAL WORK: WPR: handwriting focus=clock face letters/students write phonograms with delayed feedback modeled on doc.com</p> <p>Spelling Dictation: words: Have students practice marking spelling words using dry erase boards. The teacher provide immediate feedback using the doc.cam.</p> <p>Reading for Spelling: Have students refer to the doc.cam to read for spelling (students break up words</p>	<p>Math review 8:10am - 8:55am</p> <p>Computers 8:15am - 8:50am TW take students to the computer lab to take RAPS 360 progress monitoring, TW enforce the zero talking in the hallway.</p> <p>Specials 8:55am - 9:35am Music TW take students in ABC order to the music room by crossing the stage in the cafeteria and enforce the zero talking in the hall.</p> <p>Math 9:35am - 10:20am Objectives: I can understand and use hundreds, tens, and ones. I can read and write numbers standard, expanded, and written form. I can compare three digit numbers using <, >, and = because I understand place value. Skill: Place value, comparing/contrasting numbers</p> <p>Activator: TW ask students to partner up and take out their math notebooks and have their partner solve their number frame from yesterday's</p>	<p>Math review 8:10am - 8:55am</p> <p>Objective: I can add and subtract numbers fluently. Skill: Mental math, fluency</p> <p>Activator: TW go over the routine using the flashcards and SW partner up and become coach and player and then switch roles. Independent Work: TW hand out the fluency worksheet and time the students for practice. Closure: TW go over the answers and the SW correct their answers. They are to put it away in their math folders.</p> <p>Standards 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>Specials 8:55am - 9:35am Music TW take students in ABC order to the music room by crossing the stage in the cafeteria and enforce the zero talking in the hall.</p> <p>Math 9:35am - 10:20am</p>
<p>Specials 8:55am - 9:35am</p> <p>Library TW take students to the library and enforce the zero talking in the hall.</p>	<p>Specials 8:55am - 9:35am</p> <p>Physical Education TW take students to the cafeteria and enforce the zero talking in the hall.</p>			

I can read and write numbers standard, expanded, and written form. I can compare three digit numbers using $<$, $>$, and $=$ because I understand place value.

Skill: Place value, comparing/contrasting numbers

Activator:

TW pull 2 students at a time to the front and ask students to compare the height of each child. TW model the $<$, $>$, or $=$ with arms. Do about 4 sets. Introduce the greater than, less than, and equal to anchor chart to the students.

Lesson (whole group):

TW go over the vocabulary with students and have them talk with each other about what they know about numbers. TW then tell students that the less than symbol opens to the right and the greater than symbol opens to the left. TW give 2 examples and ask students to write on their whiteboards either less/greater than or equal. 3 ___ 8, 6 ___ 1, then move on to 2 digit examples, then 3 digit examples.

I can read and write numbers standard, expanded, and written form. I can compare three digit numbers using $<$, $>$, and $=$ because I understand place value.

Skill: Place value, comparing/contrasting numbers

Activator:

TW pull 2 students at a time to the front and ask students to compare the height of each child. TW model (or ask another student to model) the $<$, $>$, or $=$ with arms. Do about 4 sets. Review the greater than, less than, and equal to anchor chart with the students.

Lesson (whole group):

TW review vocabulary with students and have them talk with each other about the vocabulary. TW then tell students that the less than symbol opens to the right and the greater than symbol opens to the left. TW give examples of 3 digit numbers 201__ 543. TW give students a 3 digit number and they are to draw base ten blocks 2 different ways.

into syllables/stating individual phonograms first and then saying the word). Next, students read for reading (students say all of the words as they are spoken/read).

Small Group: TW pull small groups to focus on phonics from the data on RAPS 360 as students are doing daily 5 stations.

Standards

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

2.RF.3f Recognize and read grade-appropriate irregularly spelled words.

Specials 9:05am - 9:50am

Music/ Data dig

TW take students in ABC order to the music room by crossing the stage in the cafeteria and enforce the zero talking in the hall.

Teacher will meet with the group B teachers with Christine in room 312 to talk about data collected for the class (RAPS, AR, Spalding, math, and EL)

ELA 1 9:50am - 11:10am

READING

Objectives:

I can determine the

closing activity.

Lesson (whole group):

TW ask students to review the greater than, less than, and equal to anchor chart and explain to the class. TW ask students to review vocabulary. TW then tell students that the less than symbol opens to the right and the greater than symbol opens to the left. TW go over the different ways to write numbers (standard, written, base ten blocks, and expanded form.)

Independent Work:

TW hand out the formative assessment to the students today. TW monitor students and help when needed. TW pull students if they have IEP's/504's.

Closure:

TW have students talk to a neighbor about the test, what was easy, what made them think, what confused them? TW pull students to the carpet and have class discussion about the test.

Standards

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. Understand the

Objectives: I can understand and use hundreds, tens, and ones. I can read and write numbers standard, expanded, and written form. I can compare three digit numbers using $<$, $>$, and $=$ because I understand place value.

Skill: Place value, comparing/contrasting numbers

Activator:

TW ask students to draw a 3 digit number 2 different ways using base ten blocks. TW give students another number and the students are to write numbers in different ways.

Lesson (whole group):

TW ask students to review the greater than, less than, and equal to anchor chart and explain to the class. TW ask students to review vocabulary. TW then tell students that the less than symbol opens to the right and the greater than symbol opens to the left. TW go over the different ways to write numbers (standard, written, base ten blocks, and expanded form.)

Independent Work:

TW give students a 3 digit number and they are to draw base ten blocks 2 different ways.

* If time permits quickly review different ways to write numbers.

Independent Work:

TW give students a worksheet to practice less/greater than, and equal to. Students can also practice writing numbers 3 different ways (learned from last week). TW monitor and pull students as needed for small group instruction.

Closure:

TW ask students to think about how to explain to another student what less/greater than, and equal to. TW then give students an opportunity to explain to a partner or ask students to volunteer to present to the class as a teacher.

Standards

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. Understand the following as special cases: (a) 100 can be thought of as a bundle of ten tens - called a "hundred.", (b). The

* If time permits quickly review different ways to write numbers.

Independent Work:

TW give students a worksheet/packet to practice less/greater than, and equal to. Students can also practice writing numbers 3 different ways (learned from last week). TW monitor and pull students as needed for small group instruction. TW ask students to write a number frame in their math notebooks, ex. 592< 777.

Closure:

TW ask students to think about how to explain to another student what less/greater than, and equal to. TW then give students an opportunity to explain to a partner or ask students to volunteer to present to the class as a teacher.

Standards

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. Understand the following as special cases: (a) 100 can be thought of as a bundle of ten tens - called

meaning of the new word formed when a known prefix is added to a known word.
I can decode words with common prefixes and suffixes.

I can participate in collaborative conversations with diverse partners about grade 2 topics.

TW read Ch. 11

TW describe how characters in a story respond to major events and challenges by stating that most things happen for a reason. The **effect** is what happens. The **cause** is why it happens. Words like *because* can help you figure out why something happens. Good readers ask themselves: *What happened.* To find out the cause, they should ask: *Why did it happen?*

TW pass out Fudge-a-mania Cause and Effect worksheet on page 29/30 of the attachment in Monday's ELA 1 lesson. SW discuss the given information and either fill in the "cause" or the "effect." TW model proper spelling on the doc.cam.

TW review prefixes, suffixes, and base words with the students. SW

following as special cases: (a) 100 can be thought of as a bundle of ten tens - called a "hundred.", (b). The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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.

Spalding 10:20am - 11:30am

Week 5: Day 4

Objectives

I can know and apply grade-level phonics and word analysis skills in decoding words.

I can recognize and read grade-appropriate irregularly spelled words.

WHOLE GROUP:

OPR: practice all phonograms: er, wor, ear, b, d, a, e, i, o, u, ur, oo, ay, igh, th, ir, aw, ee, c, h

INDIVIDUAL WORK:

TW hand out an ice cream cone activity and they are to make a three or four scoop ice cream cone using expanded form, written form, and either 1 or 2 base ten block pictures using the same number.

Closure:

TW have students present their ice cream cones to the class or in small groups.

Standards

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. Understand the following as special cases: (a) 100 can be thought of as a bundle of ten tens - called a "hundred.", (b). The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones

numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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.

Spalding 10:20am - 11:30am

Week 5: Day 1

Objectives:

I can know and apply grade-level phonics and word analysis skills in decoding words.

I can recognize and read grade-appropriate irregularly spelled words.

WHOLE GROUP:

RULES: Review previously learned rules, rule 17, 18, 19, 9, 11, 13

OPR:

TW Step 1: Introduce **phonograms:** dge, tch, ey, ie, ei, ough, x, n, ow, kn, a, y, l, d, p, ci, ti, aw, ai, g and **HW**

a "hundred.", (b). The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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.

Spalding 10:20am - 11:30am

Week 5: Day 2

Objectives:

I can know and apply grade-level phonics and word analysis skills in decoding words.

I can recognize and read grade-appropriate irregularly spelled words.

WHOLE GROUP:

RULES: Review previously learned rules, rule 17, 18, 19, 9, 11, 13

OPR:

TW Step 1: Review **phonograms:** dge, tch, ey, ie, ei, ough, x, n, ow,

think of more base words to add a prefix or suffix to change the word's meaning.

Standards

2.RF.3d Decode words with common prefixes and suffixes.

2.L.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Lunch 11:10am - 11:45am

Math 11:45am - 12:25pm

Objectives: I can understand and use hundreds, tens, and ones.

TW administer a **spelling pretest**. Pass out pretest papers and grade immediately in class.

WHOLE GROUP:

TW ask the students what the markings and rules mean in all the spelling words. Go over the spelling rules if necessary.

Small Group: TW pull small groups to focus on phonics from the data on RAPS 360 as students are doing daily 5 stations.

Standards

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

2.RF.3f Recognize and read grade-appropriate irregularly spelled words.

Lunch 11:30am - 12:05pm

ELA 1 12:05pm - 12:55pm

Arts Integration 12:15pm - 12:55pm

Mrs. Patrick will come in and do a lesson with the students. TW help when necessary.

ELA 2 12:55pm - 1:55pm

WRITING

objective: I can write my opinion about the most important rule.

digits, using >, =, and < symbols to record the results of comparisons.

Spalding 10:20am - 11:30am

Week 5: Day 5

Objectives

I can know and apply grade-level phonics and word analysis skills in decoding words.

I can recognize and read grade-appropriate irregularly spelled words.

WHOLE GROUP:

OPR: practice all phonograms: er, wor, ear, b, d, a, e, i, o, u, ur, oo, ay, igh, th, ir, aw, ee, c, h. **SW** say the sounds of all the phonograms. **TW** correct when necessary.

ASSESSMENT:

TW Administer **Phonogram Test** on Spalding spaced test paper *collect and grade with grading scale. **Spelling:** Administer **Spelling Test** on Spalding spaced test paper* collect and grade with grading scale

Small Group: TW pull small groups to focus on phonics from the data on RAPS 360 as students are doing daily 5 stations.

Standards

phonograms: ay, ou, ur, ea, oo, sh, igh, th, ir, oe on the spelling list.
*Pass cards back to front. * 1 card at a time * Require precise pronunciation.
TW Step 2 : Pass cards back to front; this time asking clarifying questions (can you use this in the word ...)

**INDIVIDUAL WORK:
WPR:**

Handwriting focus: all letters are resting on the baseline.
TW pronounce phonogram precisely
SW repeat in unison
TW give cues as needed
SW "talk to their pencil" and write phonogram; TW monitor for correct seating, pencil grip, writing
TW then write the phonogram on doc cam.
SW correct as needed by writing a single line through it and rewriting.

Spelling Dictation: (10 words) (In Notebook)

TW dictate words: [words for Day 1: delay, pound, behind, around, burn, camp, bear, bare, clear, clean]
Open to page 281 in The Writing Road to Reading textbook for spelling

kn, and HW phonograms: ur, oo, ay, igh, th, ir, aw, ee, c, h, on the spelling list.
*Pass cards back to front. * 1 card at a time * Require precise pronunciation.
TW Step 2 : Pass cards back to front; this time asking clarifying questions (can you use this in the word ...)

**INDIVIDUAL WORK:
WPR:**

Handwriting focus: all letters are resting on the baseline.
TW pronounce phonogram precisely
SW repeat in unison
TW give cues as needed
SW "talk to their pencil" and write phonogram; TW monitor for correct seating, pencil grip, writing
TW then write the phonogram on doc cam.
SW correct as needed by writing a single line through it and rewriting.

Spelling Dictation: (10 words) (In Notebook)

TW dictate words: [words for Day 2: spell, poor, finish, hurt, maybe, across, tonight, tenth, sir, toe]
Open to page 281 in The Writing Road to Reading textbook for spelling markings, rules, and

I can read and write numbers standard, expanded, and written form. I can compare three digit numbers using <, >, and = because I understand place value.
Skill: Place value, comparing/contrasting numbers

Activator:
TW pull 2 students at a time to the front and ask students to compare the height of each child. TW ask another student to model the <, >, or = with arms. Do about 4 sets
Lesson (whole group):
TW ask students to review the greater than, less than, and equal to anchor chart and explain to the class. TW ask students to review vocabulary. TW then tell students that the less than symbol opens to the right and the greater than symbol opens to the left. TW ask students to think of a number frame ex. 311 > 113 with 3 digit numbers, they are to come to the board or use the doc. cam to show the class without putting the symbol in the middle. TW give students a 3 digit number and they are to

SW explain/illustrate a rule from home and a rule from school (Complete sentences required!). In small groups SW orally share work and purpose for that particular rule. In whole group, SW report back information they heard in small group from another student (not information about their own work!)

Standards

2.W.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.

Counselor Sessions 1:45pm - 2:25pm

Counselor Session begins. Teacher may leave the class.

Dismissal/Clean Up 2:30pm - 2:40pm

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
2.RF.3f Recognize and read grade-appropriate irregularly spelled words.

Lunch 11:30am - 12:05pm

ELA 1 12:05pm - 12:55pm

Objective:
TW read Ch.12
Review prefixes and suffixes. SW complete the attached worksheet.
TW put students in pairs (some groups of 3) to complete chapter summaries [pages 38,40,42,44,46,48,50,52,54, &56 of the attachment in Monday's ELA1 lesson] using evidence from the book.
Chapters 3-12 will be assigned to different groups. Have partners take turns presenting their chapter summary questions and answers under the doc.cam.

Standards

2.L.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

2.RF.3d

markings, rules, and instructional tips. Refer to/ Review *Spalding's Spelling Rules* learned so far (posted on wall in classroom next to spelling words list).
TW say word in normal speech using fingers for number of sounds/syllables (single syllable finger for each sound; multisyllabic fingers per syllables).
SW repeat sounds
SW talk to pencil as they write words
TW then write word on doc cam
TW ask for markings, then read word
SW give rules as needed.

Reading for Fluency:
TW monitor students as they read.
For Spelling:
SW read for sound or syllable
SW read whole word
For Reading:
SW read word in normal speech

Standards

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

2.RF.3f Recognize and read grade-appropriate irregularly spelled words.

instructional tips. Refer to/ Review *Spalding's Spelling Rules* learned so far (posted on wall in classroom next to spelling words list).
TW say word in normal speech using fingers for number of sounds/syllables (single syllable finger for each sound; multisyllabic fingers per syllables).
SW repeat sounds
SW talk to pencil as they write words
TW then write word on doc cam
TW ask for markings, then read word
SW give rules as needed.

Reading for Fluency:
TW monitor students as they read.
For Spelling:
SW read for sound or syllable
SW read whole word
For Reading:
SW read word in normal speech

Standards

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

2.RF.3f Recognize and read grade-appropriate irregularly spelled words.

draw base ten blocks 2 different ways.
* If time permits quickly review different ways to write numbers.

Independent Work:
TW ask students to complete a worksheet/ packet to practice less/ greater than, and equal to. Students can also practice writing numbers 3 different ways (learned from last week). TW monitor students and help when needed.

Closure:
TW have students write a number frame in their math notebook for tomorrow's activator, they are not to write the symbol in the middle.

Standards

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. Understand the following as special cases: (a) 100 can be thought of as a bundle of ten tens - called a "hundred.", (b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine

Decode words with common prefixes and suffixes.

Attachments
RootWordsPrefixesSuffixesWorksheet

ELA 2 12:55pm - 1:55pm

WRITING
objective: I can write my opinion about the most important rule.
SW explain/illustrate a rule from home and a rule from school (Complete sentences required!). From yesterday's lesson students will then write about the rule from home and school and spell check with a peer or whole class. Once they write about the rules they are to draw a picture of those rules.

Standards

2.W.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.

Daily 5 1:55pm - 2:30pm

Daily 5
Objective: I can read to self to build stamina.

WHOLE GROUP:

Lunch 11:30am - 12:05pm

ELA 1 12:05pm - 12:55pm

ELA 1 Reading

Objectives:

I can describe how characters in a story respond to major events and challenges.

I can Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

Review text vocabulary:

avoid, destination, embarrassing, offensive, retired, shriek, appetite, Disaster, logical, panic, muttered, peered, piercing, speechless, tiptoe, serious, condemn, damp, famous, glimpsed, privilege, horizon, imitate, approaching, collapsed, bandana, collided, confidence, helmet, informal, neutral, potential.

SW describe/define/ provide a synonym for/or act out each of the text vocabulary words in small groups. (the teacher will give a few words to each group)

Review premade "family tree" anchor chart to recall the characters and their relationships to each other.

Lunch 11:30am - 12:05pm

ELA 1 12:05pm - 12:55pm

ELA 1 Reading

Objectives:

I can determine the meaning of the new word formed when a known prefix is added to a known word.

I can decode words with common prefixes and suffixes.

TW introduce what a **prefix** (goes before a base word to change it's meaning) is, what a **suffix** (goes after a base word to change it's meaning) is, and what a **base word** (the main/root word) is.

TW show pre made anchor chart with examples of words containing prefixes, suffixes (or both) from chapter 10. In 1st column have word listed, 2nd second column with heading of prefix, 3rd with suffix, and 4th with definition) TW add to the chart in whole group and SW think root words and prefixes or suffixes that can be added to change the meaning of the words [examples: thinking, adorable, whispered, pointing]. Show BrainPopJr.com's video on prefixes. [4 min]

hundreds (and 0 tens and 0 ones).

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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.

Dismissal/Clean Up 12:15pm - 12:25pm

TW Refer to the "stamina" chart in class. Introduce the **CAFE reading strategy: Check for understanding.** Call the students to a **gathering area** and model how to use the strategy after reading a short story.

Remind students to read the pictures, read the words, and retell the story. Set a goal for the students' stamina. **INDEPENDENT/WHOLE GROUP:**

SW begin "read to self." Set a timer to track the stamina. Bring/call students back to the class gathering area and refer back to the I chart that describes the actions/expectations of the teacher and students. Have go back to their reading areas and try to improve their stamina.

SMALL GROUP: TW work with students one on one or three on one.

Standards

2.RF.4a Read on-level text with purpose and understanding.

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding

TW read **CH 9** of Fudge-a-mania by Judy Blume
TW explain that authors can portray a character's traits through the character's actions. TW pass out and complete Character Traits worksheet (pages 4-7 of the attachment) SW think of different character traits (**adjectives**) for each character. TW model the writing/spelling on the doc.cam.

Standards

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.RL.3 Describe how characters in a story respond to major events and challenges.

Attachments

FudgeaMania-by-Judy-Blume.pdf

ELA 2 12:55pm - 1:55pm

Objectives:

I can write a narrative paragraph.

TW review the elements of a paragraph: indentation of the topic sentence, supporting sentences, and a

TW read **CH. 10**

Standards

2.L.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

2.RF.3d Decode words with common prefixes and suffixes.

Attachments

Prefixes-packet.pdf

ELA 2 12:55pm - 1:55pm

Objective: I can answer questions about the chapter by drawing or writing about what happened in the chapter.

Lesson (whole group):
Continue from ELA 1 if necessary.

Independent Work:

SW sketch a picture of what happened in Ch's 9 & 10 using page 17 of the Fudge-a-mania attachment in Monday's ELA 1 lesson.

Daily 5 1:55pm - 2:30pm

Daily 5

Objective: I can read to self to build stamina.

WHOLE GROUP:

TW Refer to the "**stamina**" chart in class. Introduce the

of its characters, setting, or plot.

2.RF.4 Read with sufficient accuracy and fluency to support comprehension.

Dismissal/Clean Up 2:30pm - 2:40pm

closing sentence in a sequenced manner. TW review the elements of a sentence: proper capital letters, proper spelling, proper punctuation, writing complete thoughts, and having spaces between words.

TW write a paragraph (a time the teacher was embarrassed) under the doc.cam asking the class for ideas on the topic sentence and the closing sentence.

SW write a paragraph about a time they were embarrassed in their ELA notebooks. If students finish early, pair them up to revise/edit.

Standards

2.W.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.

Daily 5 1:55pm - 2:30pm

Daily 5

Objective: I can read to self to build stamina.

WHOLE GROUP:

CAFE reading strategy:

Check for understanding.

Call the students to a **gathering area** and model how to use the strategy after reading a short story.

Remind students to read the pictures, read the words, and retell the story. Set a goal for the students' stamina.

INDEPENDENT/WHOLE GROUP:

SW begin "read to self."

Set a timer to track the stamina. Bring/call students back to the class gathering area and refer back to the I chart that describes the actions/expectations of the teacher and students.

Have go back to their reading areas and try to improve their stamina.

SMALL GROUP:

TW work with students one on one or three on one.

Standards

2.RF.4a Read on-level text with purpose and understanding.

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

TW Refer to the "**stamina**" chart in class. Introduce the **CAFE reading strategy: Check for understanding.** Call the students to a **gathering area** and model how to use the strategy after reading a short story.

Remind students to read the pictures, read the words, and retell the story. Set a goal for the students' stamina.

INDEPENDENT/WHOLE GROUP:

SW begin "read to self."

Set a timer to track the stamina. Bring/call students back to the class gathering area and refer back to the I chart that describes the actions/expectations of the teacher and students.

Have go back to their reading areas and try to improve their stamina.

SMALL GROUP:

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2.RF.4a Read on-level text with purpose and understanding.

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2.RF.4 Read with sufficient accuracy and fluency to support comprehension.

Dismissal/Clean Up 2:30pm - 2:40pm

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