



Monday
09/05/2016

Tuesday
09/06/2016

Wednesday
09/07/2016

Thursday
09/08/2016

Friday
09/09/2016

Labor Day

Math review 8:10am - 8:55am

Objective: I can add and subtract numbers fluently.
Skill: Mental math, fluency

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.

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.

Specials 8:55am - 9:35am

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.

Spalding 8:10am - 9:05am

Week 6: 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.

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

WHOLE GROUP:

RULES: Review previously learned rules, rule 4-6, 9-11, 13, 17, 25, silent final e jobs 1, 4, 5

Introduce rule 20.

OPR:

TW Step 1:

Review **phonograms:** th, ee, ai, nq, iqh, sh, ea, ie, s, f and **HW phonograms:** c, aw, ou, wh, kn, qu, e, y, eigh, I 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:

Math review 8:10am - 8:55am

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.

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.

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

Activator:

TW ask students to open their math notebooks and explain the greatest/smallest number they made

Math review 8:10am - 8:55am

Objective: I can add and subtract numbers fluently.
Skill: Mental math, fluency

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.

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.

Specials 8:55am - 9:35am

Library

TW take students to the library and enforce the zero talking in the hall.

Math 9:35am - 10:20am

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

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 go over the place value anchor chart and have the students explain why we write numbers in different ways. 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.) TW go over the place value anchor chart and have the students explain why we

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: stamp, light, coming, come, night, pass, shut, easy, ease, bone] Open to page 281 in The Writing Road to Reading textbook for spelling 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

from yesterday's 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 go over the place value anchor chart and have the students explain why we write numbers in different ways. 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.) TW go over the place value anchor chart and have the students explain why we write numbers in different ways.

TW write 2 numbers on the board (differently) and have students do $<$, $>$, $=$. Do about 3 sets. SW write the whole equation on their whiteboards.

TW show students on the doc. cam three digits and SW write the greatest number and explain their thinking. Then TW ask them to make the smallest number using the same

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 show problems on the board for students to solve in their math notebooks to test prep them. (ex. 571 ___ three hundred forty-six, $100+30+2$ ___)

Lesson (whole group):

Teacher will go over the answers from the activator and ask students to explain their thinking.

Independent Work:

TW hand out the End of Unit 2 Assessment (district assessment) and SW use testing folders and complete the assessment. TW monitor students and help when needed. TW pull students if they have IEP's/504's.

Closure:

SW complete an exit ticket with a partner. They will answer the questions: How do you think you did on the assessment? What was the

write numbers in different ways.
TW write 2 numbers on the board (differently) and have students do $<$, $>$, $=$. Do about 3 sets. SW write the whole equation on their whiteboards.

TW show students on the doc. cam three digits and SW write the greatest number and explain their thinking. Then TW ask them to make the smallest number using the same digits and explain their thinking. Do 4 sets.

Independent Work:

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

Closure:

TW show 3 cards and have students write in their math notebook the greatest number and the smallest number, then talk to a neighbor about it.

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

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.

Specials 9:05am - 9:50am

No Specials or Daily 5/Math Review

Not a rotation for this week.

Math Review: Work on student specific needs in math. Place value, adding and subtracting single digit.
Daily 5: Work on student specific needs in reading or TW pull for EL fluency.

digits and explain their thinking. Do 4 sets.

Independent Work:

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

Closure:

TW select 3 digits and have the students write the greatest number in base ten, numeral, expanded, and word form.

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

hardest and easiest problem for you?

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

Spalding 10:20am - 11:30am

Week 6: Day 5

Objectives

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

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 6: 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 4-6, 9-11, 13, 17, 25, silent final e jobs 1, 4, 5

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.

ELA 1 9:50am - 11:10am

ELA 1 Writing

Objectives:

I can describe how characters respond to major events in the story.

I can write a narrative on chapter 14.

I can write an opinionated paragraph on ch. 14.

TW review prompt for

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 6: Day 3/4

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: th, ee, ai, nq, iqh, sh, ea, ie, s, f, c, aw, ou, wh, kn, qu, e, y, eigh, I on the spelling list.

INDIVIDUAL WORK:

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.

Standards

words.

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

WHOLE GROUP:

OPR: practice all phonograms: th, ee, ai, nq, iqh, sh, ea, ie, s, f, c, aw, ou, wh, kn, qu, e, y, eiqh, I. 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

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

Introduce rule 20.

OPR:

TW Step 1: Introduce **HW phonograms**: th, ee, ai, ng, igh, sh, ea, ie, s, f 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)

Final Performance Task (FPT) in great detail, answering students' questions about expectations. SW write a 1st paragraph that describe Peter's

feelings and events on chapter 14 of the book (Tues/Wed). SW write a 2nd paragraph on their own opinion on the marriage of Buzzy Senior and Grandma Muriel (Thurs/Fri).

SW continue their FPT by finishing the 1st paragraph from yesterday's notes. TW revise and edit paragraphs one on one with the students as they finish. SW make corrections/markings on their rough draft of the 1st paragraph. SW then write their final draft of the 1st paragraph on given paper. SW then begin their notes on paragraph 2. TW pass out the notes worksheet for this paragraph and SW continue their FPT on the second paragraph by identifying reasons

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

ELA 1 Writing

Objectives:

I can describe how characters respond to major events in the story.

I can write a narrative on chapter 14.

I can write an opinionated paragraph on ch. 14.

SW continue revising and editing their previous work and begin their final drafts of the FPT.

Standards

2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events,

ELA 1 Writing

Objectives:

I can describe how characters respond to major events in the story.

I can write a narrative on chapter 14.

I can write an opinionated paragraph on ch. 14.

TW review prompt for Final Performance Task (FPT) in great detail, answering students' questions about expectations. SW write a 1st paragraph that describe Peter's feelings and events on chapter 14 of the book (Tues/Wed). SW write a 2nd paragraph on their own opinion on the marriage of Buzzy Senior and Grandma Muriel (Thurs/Fri). SW continue their FPT by finishing the 2nd paragraph's final draft after the teacher has revised and edited with each student one on one.

Standards

TW dictate words: [words for Day 1: these, those, club, seen, see, felt, full, fail, setting, set]Open to page 281 in The Writing Road to Reading textbook for spelling 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

for their own opinion on the marriage of Buzzy Senior and Grandma Muriel.

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.

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.

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

Lunch 11:10am - 11:45am

Math 11:45am - 12:25pm

Objectives: I can understand and use hundreds, tens, and ones. I can read and write numbers standard, expanded, and written form.

include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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.

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

Counselor Sessions 1:45pm - 2:25pm

Counselor Session begins. Teacher may leave the class.

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

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.

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.

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

ELA 2 12:55pm - 1:55pm

ELA 1 Writing

Objectives:

I can describe how characters respond to major events in the story.

I can write a narrative on chapter 14.

I can write an opinionated paragraph on ch. 14.

TW review prompt for Final Performance Task

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

ELA 1 Reading/Writing/ Grammar

Objectives:

I can describe how characters respond to major events in the story.

I can build on others' conversations in class.

I can decode words with common prefixes and suffixes.

I can write a narrative on chapter 14.

I can write an opinionated paragraph on ch. 14.

TW review prefixes and suffixes with the class.

SW share with their neighbor what they remember about a prefix/suffix/root word.

TW call out a root word and students will write it

I can compare three digit numbers using $<$, $>$, and $=$ because I understand place value.

Skill: Place value, comparing/contrasting numbers

Activator:

TW ask students to open their math notebooks and explain the greatest/smallest number they made from yesterday's 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 go over the place value anchor chart and have the students explain why we write numbers in different ways. 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.)

TW go over the place value anchor chart and have the students explain why we write numbers in different ways.

(FPT) in great detail, answering students' questions about expectations. SW write a 1st paragraph that describe Peter's feelings and events on chapter 14 of the book (Tues/Wed). SW write a 2nd paragraph on their own opinion on the marriage of Buzzy Senior and Grandma Muriel (Thurs/Fri). SW continue their FPT by finishing the 2nd paragraph's final draft and turn the project in.

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.

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

on their whiteboards.
TW then describe a different meaning of the root word and SW write in the correct prefix or suffix to match the given definition. Example: "write the root word happy." "then change happy to mean doing something happy...(students write happily)"
TW read Ch. 14 (if possible, reread ch.14 for SUN students who missed it on Friday) of Fudge-a-mania by Judy Blume. SW follow along with a partner to share a copy of the text from Ch. 14.
Discuss prompt for Final Performance Task (FPT) in great detail, answering students' questions about expectations. SW write a 1st paragraph that describe Peter's feelings and events on chapter 14 of the book (Tues/Wed). SW write a 2nd paragraph on their own opinion on the marriage of Buzzy Senior and Grandma

TW write 2 numbers on the board (differently) and have students do <, >, =. Do about 3 sets. SW write the whole equation on their whiteboards.
TW show students on the doc. cam three digits and SW write the greatest number and explain their thinking. Then TW ask them to make the smallest number using the same digits and explain their thinking. Do 4 sets.
Independent Work:
TW hand out worksheet to the students today. TW monitor students and help when needed. TW pull students if they have IEP's/504's.
Closure:
TW select 3 digits and have the students write the greatest number in base ten, numeral, expanded, and word form.

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

concluding statement or section.

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

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 **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.

Muriel (Thurs/Fri).
TW review Final Performance Task vocabulary: narrative, adjusting, unexpected, summarize, reaction, evidence, temporal words, closure
TW review graphic organizers that the students will use for the **notes (evidence worksheet)** from previous weeks). TW pass out the "notes" worksheet and SW begin sequencing Peter's feelings and the main events of Ch. 14 providing evidence from within the text to support the given feeling/event. TW revise and edit the notes and SW will begin writing their 1st paragraph of the FPT. Remind students of the elements of a paragraph (indentation, topic sentence, supporting sentences with temporal words/phrases in a sequenced manner, and a closing sentence).

Standards

2.W.3

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.

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

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.

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

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

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.

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.

2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others.

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.

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

ELA 2 12:55pm - 1:55pm

ELA 1 Writing

Objectives:

I can describe how characters respond to major events in the story.

I can write a narrative on chapter 14.

I can write an opinionated paragraph on ch. 14.

Discuss prompt for Final Performance Task (FPT) in great detail, answering students' questions about expectations. SW write a 1st paragraph that describe Peter's feelings and events on chapter 14 of the book (Tues/Wed). SW write a 2nd paragraph on their own opinion on the marriage of Buzzy Senior and Grandma Muriel (Thurs/Fri). TW review Final Performance Task vocabulary: narrative, adjusting, unexpected, summarize, reaction, evidence, temporal words, closure TW review graphic organizers that the students will use. SW begin their FPT.

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.

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.

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

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 **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.

2.RF.4 Read with sufficient accuracy and

fluency to support
comprehension.

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