

Date	9:10-9:25am M. Mtg	9:25-10:25am Math	10:25-10:50am	10:50-11:17am Snack SS/Science	11:20am-12:05pm Specials	12:05pm-12:47pm Writing
Weekly M. O.		TSW recall addition and subtraction facts to 20. TSW solve addition and subtraction story problems. SOL 2.5, 2.21		TSW describe good citizens and how communities have changed over time. SOL 2.10, 2.3		TSW write complete sentences with a capital letter and period. TSW identify and use different types of sentences. SOL 2.13 a, b
9/24	MW: write hw for the week MM: discuss what we did over the weekend	-calendar routine -math facts timed -write your own subtraction story and illustrate -introduce fact families -use whiteboards to come up with fact families -have students hold numbers and move themselves around to make facts in fact families	R E C E S S	-review things good citizens do (honesty, voting, self-discipline, self-reliance) -self-discipline/self-reliance sort independently	Music Art PE Library Comp. PE	-pictures 12:18pm -Review Habits #1-5 in folders (Be Proactive, First Things First, Set Goals, Seek First to Understand, then to be Understood, Synergize, Sharpen the Saw)
9/25	MW: math sheet MM: Share days	-calendar routine -math facts timed - model how to chop Unifix cubes -students complete chop with a partner -fact family game http://www.ixl.com/math/grade-2/properties-fact-families	R E C E S S	-review for test with communities ppt	Music Art PE Library Comp. PE	-Habit #6 (Synergize- work together) -read description -discuss -TSW write their own examples -share examples
9/26	MW: math sheet MM: Share days	-calendar routine -math facts timed -review fact families -each person gets a flashcard and makes the fact family that goes with that fact -paper plate matching fact family activity- students each get a fact and have to group up with other facts in their fact family	R E C E S S	-Test on Communities	Music Art PE Library Comp. PE	-Habit #7 (Sharpen the Saw) -read description -discuss -TSW write their own examples -share examples
9/27	MW: math sheet MM: Share days	-calendar routine -math facts timed -review fact families on white boards - fact family stop sign sheet independent practice	R E C E S S	-begin maps unit -key parts of a map (compass rose, key, title) -make compass rose	Music Art PE Library Comp. PE	-mini lesson on capitalization (beginning of sentence, "I") -write story from story list -share with class
9/28	MW: free draw/ free choice MM: Share days	-calendar routine -math facts timed -review fact families on whiteboards -fact family sheet independent practice	R E C E S S	-review parts of a map -make a key for map -key has symbols to identify places and things on a map	Music Art PE Library Comp. PE	-types of sentences mini lesson (asking, exclamatory, telling) -students write their own sentences in journals -share with the class

	1:25pm-1:55pm Word Study	1:55pm-2:10pm Reading Mini Lesson	2:10pm-3:05pm Guided Reading (Ruzzier 2:20-3:05pm)	3:05-3:35 I/E	HW
12:51pm-1:21pm	TSW sort words based on spelling features. SOL 2.4/2.5	TSW describe and practice reading workshop routines. TSW describe and use super six reading strategies.	TSW identify the main idea and details. TSW ask questions before, during, and after reading. SOL 2.6-2.9 (Benchmark Unit 2 Week 1)	TSW play math games to reinforce math concepts.	
L U N C H	Blue: Games Green: Blind sort Yellow: Word hunt Orange: Draw and Label Red: New words	-introduce visualizing: making a mental picture in your head - read Margie Palatini's Bedhead -when reading do not show pictures, but have students draw what they think bed head looks like -then go back through book and show pictures, going over how our visualizations can be different than the author's illustrations	U2W1D1 -using poster visualize what the man was doing in bed (can't fall asleep, trying to count sheep) -analyze character: ask what we know about the character from the picture, how must he feel, is he tired -we can use pictures and what we read to learn more about a character 2:20pm: Visualizing sheet 2:50pm: Silent reading	3:05pm: Pack up and play math games (day 2 extended planning meeting)	-Read 20 min. -WS hw activity
L U N C H	Blue: New words Green: Games Yellow: Blind sort Orange: Word Hunt Red: Draw and Label	- introduce listening station -make "I can" sheet -choose story -listen to story -complete sheet with story -listen to story as a class and complete sheet	U2W1D2 -read poster "Ting" and discuss visualizing -reread paragraphs and think aloud -use pictures and text clues to visualize -look at what Ting says too (dialogue gives clues) -reveal clues and notes on poster 2:20pm: Visualizing sheet 2:50pm: Silent reading	-play math games with partners	--Read 20 min. -study for SS test
L U N C H	Blue: Draw and label Green: New words Yellow: Games Orange: Blind sort Red: Word Hunt	- read from Magic Tree House Ch. Book and practice visualizing -Think-Pair-Share-turn and talk with partners to visualize	U2W1D3 -read Little Duck together -students work with partners to write clues about poster -share clues with the whole class 2:20pm: Visualizing sheet 2:50pm: Silent reading	-play math games with partners	-Read 20 min. - math sheet (Drops in a Bucket)
L U N C H	Blue: Word Hunt Green: Draw and label Yellow: New words Orange: Games Red: Blind sort	-read from Magic Tree House chapter book and practice visualizing -Think-Pair-Share-turn and talk with partners to visualize	U2W1D4 -read Little Red Riding Hood Poster -talk about different characters and find clues in text -TSW complete questions on own -go over together	-play math games with partners	-Read 20 min. -WS activity
L U N C H	Blue: Blind sort Green: Word Hunt Yellow: Draw and label Orange: New words Red: Games	- introduce Drama station -make "I can" sheet to post next to station -pick a reader's theater -choose parts -practice readers theater with partner	U2W1D5 - read Wolf again -analyze character using character web -write paragraph from web -Wolf is _____. He says _____. He does _____.	- 2:30pm-Tie-dye project for class t-shirts with parent volunteers	-Read 20 min.