



Monday 09/07/2020

Labor Day



Tuesday 09/08/2020

Important Reminders 8:00am - 8:30am

Heggerty/Word Study 8:30am - 9:10am

Student Friendly Objectives

- I can recognize, divide, and read words with closed syllable patterns.
- I can blend onset and rime.
- I can spell one-and-two syllable words with closed syllable patterns.

Heggerty Week 8 Day 1

Decoding/Encoding:**Review Closed Syllable Patterns**

- Use sound wall or spells sounds (Teacher says sound, students echo sound, names and writes the spelling for the sound).
- Introduce new skill with frieze card. Point out that the words have short vowel sounds. Explain that a syllable has only one vowel sound, so these are one-syllable words. Explain that these are examples of words that have a closed syllable pattern because closed syllables have a short vowel sound and end with a consonant.
- Write the word **west** on the board. Model/point out that it has one short vowel and it is a closed syllable word.

Practice Reading & Writing Words

- Create a two-column chart on anchor chart paper (One and Two Syllable Words). Read and sort words (napkin, magnet, fish, shock, basket, chunk, rock, dish, crab, dust, shelf, upset) as a class. Use words to model the steps for reading multi-syllable words.
- Blend words (Word List, Day 1). Model circling onset and underlining rime in each word before blending.

Introduce Irregular Words (was, what, from)**Guided Practice****Practice reading & writing phrases and sentences**

- Phoneme/Grapheme Mapping/Elkonian Boxes Activity (crab, grab, trash, flash, cop, drop, hand, plus, crush)
Model identifying phonemes/graphemes in the words using Elkonin Boxes. (crab, grab, crush)
Guide/practice identifying phonemes/graphemes in the words using Elkonin Boxes. (trash, cop, drop)
Students will independently identify phonemes/graphemes using Elkonin Boxes for the following words. (flash, hand, plus)
- Dictation Sentence- Did you take out the trash?
- Read passage "My Pet Hens" as a group. Model strategies to read words with closed syllable pattern. Make mistakes and correct as you. Continue to read and stop at other words in the passage.

Independent Practice

Students will sort closed syllable pattern words.

Standards

- 2.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- 2.RF.3a** Distinguish long and short vowels when reading regularly spelled one-syllable words.
- 2.RF.3f** Recognize and read grade-appropriate irregularly spelled words.

Mathematics 9:10am - 10:25am

Module:

1

Lesson:

5

Title:

Decompose to subtract from a ten when subtracting within 20 and apply to one step word problems

Materials:

Fluency: None

Concept Development: (teacher) 2 sided counters

(student) white board, ten strip, bag of 2 sided counters, subtracting strip (see example in the lesson)

Application Problem/Student Debrief



Standards

2.OA.B.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.

Shared Reading Lessons 10:25am - 10:45am

Text: *Mercy Watson to the Rescue* Chapter 3

Warm-up: *There Was An Old Lady ...*Build fluency, confidence, and excitement. Make a game of reading the long-winded or humorous parts.

Book Intro and 1st Reading: Situate readers to the portion of the book you will read (chapter 3) and build excitement for the work ahead. Model a retelling of the 1st part; have students retell. Invite children to consider how chapter 3 wants to be read.

Then read fluently- point line by line, encouraging students to read along. MSV and cross checking when you reach one of the covered words--Purpose is not to "get it right" on 1st try, but to try a few and see which works best. Read sentence together, reading up to the word before guessing. Remember to check.

4-5 words to cover: frightened, p. 14; department, p. 16, help, left, p. 19

Sample questions:

"If the word is ____, what letters w/d you expect at the beginning? At the end? Which vowels? Which guess matches what we see here?"

"Does that make sense? Does it sound right and look right?"

End with brief comprehension work-

Review what happened in order. "With the person next to you, name what happened and how the characters were feeling!"

Grammar/Writing 11:25am - 12:30pm

Student Friendly Objectives

I can write well-elaborated narratives, including details to describe actions.

Session 2-pg 12-**Capturing Story Ideas** >>>> Need: Tiny Topics notebooks for all students, 3 page writing booklets, *Owl/Moon* (to read in its entirety after session 2, and before session 3)>>>**Teaching Point**-You can collect tiny topics-just like writers do, just jot them down whenever you think of them>>>Intro Tiny Topics notebooks and practice using them (a few words for each idea-not complete sentences).>>>>Discuss places to get inspiration for those students who don't have story ideas (ex.books from the classroom library, look around the room, etc).>>>Have students share with a partner what they plan to write about-whether it's to continue a story from session 1, or to begin a new story-telling the story orally first helps it to flow more easily when writing (see pgs. 16-17). >>>Write-as students go to write (see pg. 16) remind them to write about a "small moment.">>>Share a sample or 2 of students' 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.

Read Aloud Lessons 1:35pm - 1:55pm

Student Friendly Objectives

I can retell a story read aloud to me and discuss how the book wants to be read.

Text Selection: *Those Darn Squirrels*

Before you read--Model how to take a sneak peak to preview. Invite children to extend the sneak peek by acting out the action on the cover. Guide the children to rehearse reading the title a few different ways. Turn to the back cover, and read the blurb. Retell what you learned, inviting children to join you and check your work. Ask children to retell what they



learned from the covers and blurb and then predict what will happen next.

As you read--Read aloud with expression, reacting to the text as you read. Encourage children to join you as you act it out. Emphasize details that bring out the feelings and traits of the character. At page 6, invite children to retell what they have learned about the character so far and to check their sneak peek predictions. For pages 7-12, invite children to listen for information about the characters, pausing to retell and list some of the things they are learning about the characters. Stop periodically during the reading of pages 13-19 to give children a chance to act out and retell, coaching them to help one another to retell accurately but concisely. After page 23, stop reading to give children a chance to clarify meaning with a partner. Then prompt them to talk about how the story will be resolved. At the end of the story, give children the opportunity to act out the text, taking on the characters' thoughts.

After you read--Flip through a few pages and pause, inviting children to collaboratively retell the story. Guide children to clarify when they disagree with someone's retell. Discuss how parts of the book *want* to be read. Say: Do you think this book wants to be read in just one way, or might we read different parts in different ways? Which parts should we try reading now? Let's read some of the parts in new ways and then act it out.

Vocabulary:

clever--People or animals who are smart and know how to solve problems

determined--Not letting anything stop you from reaching your goals

disguise--To change the way you look so that no one knows who you are

Science/Social Studies/Technology 2:25pm - 3:00pm

Student Friendly Objectives

-Tell students that today they will continue to learn about important symbols in America. Ask students if they can define the word symbol. Ask students if they can name any American symbols. Play video from Discovery Education (Introduction to U.S Symbols).

-Read **America Is...** as a class (pgs 1-16). Students will have their own copy of the book as you read. Stop and discuss as you read.



Wednesday 09/09/2020

Important Reminders 8:00am - 8:30am

Heggerty/Word Study 8:30am - 9:10am

Student Friendly Objectives

- I can recognize, divide, and read words with closed syllable patterns.
- I can blend onset and rime.
- I can spell one-and-two syllable words with closed syllable patterns.

Heggerty Week 8 Day 2

Decoding/Encoding:**Review New Phonics Skill: Closed Syllable Pattern**

-Use sound wall or spells sounds (Teacher says sound, students echo sound, names and writes the spelling for the sound).

Practice Reading & Writing Words

-Write the word **magnet** on the board (or anchor chart from previous day). Model how to use what they know about vowel patterns and syllables to read longer words. Circle the two vowels in the word. Point out the two consonants between the vowels, and explain you will divide the word between them: *mag/net*

-Point out that both syllables end with consonants and have a single vowel so they are closed syllables. Explain that since the vowels in closed syllables are often short, you will try the short sounds first.

-Write the word **contest** on the board (or anchor chart from previous day). Point out that the first syllable is closed and it has a short vowel sound. The second syllable is closed and it has a short vowel sound.

-Model a few words such as **goblin, grumpy, jacket, insect, cactus**.

-Blend words (Word List, Day 2). Have students circle the onset and underline the rime part of the word.

Review Irregular Words

-Teacher says the word; ask students to echo the word. Write the words (**was, what, from**) on the board. Point to each word part and make sound. Have students echo sound. Ask students does each part make the sound you would expect? Circle the parts that don't make the expected sound. Use irregular word in a phrase or sentence.

Guided Practice**Practice reading & writing phrases and sentences**

-Phoneme/Grapheme Mapping/Elkonian Boxes Activity (basket, napkin, sunset, bathtub, robot, cabin)

Model identifying phonemes/graphemes in the words using Elkonin Boxes. (basket, napkin)

Guide/practice identifying phonemes/graphemes in the words using Elkonin Boxes. (sunset, bathtub)

Students will independently identify phonemes/graphemes using Elkonin Boxes for the following words. (cabin, chest, clock)

-Dictation Sentence- We went to the cabin last winter.

-Read "The Rotten Goblin" passage as a group. Model strategies to read words closed syllable pattern. Make mistakes and correct as you. Continue to read and stop at other closed syllable words in the passage.

Independent Practice

Students will break words into syllables.

Standards

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

2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

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

Mathematics 9:10am - 10:25am

Student Friendly Objectives

Module

1

Lesson:

6

Title:

Add and subtract within multiples of ten based on understanding place value and basic facts

Materials:

Fluency: Hide zero cards, rekenrek



Concept Development: (teacher) 2 sided counters, 3 ten frame cards for ten, set of ten frame cards, linking cubes

Application Problem/Student Debrief

Standards

2.OA.B.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.

Shared Reading Lessons 10:25am - 10:45am

Text: Mercy Watson to the Rescue

Reread warm-up (There Was An Old Lady...) for fluency. Try singing in sad or silly manner, playing on how the song wants to be sung.

Second Reading of text: Highlight a few words to provide students practice in cross-checking sources of information. Push children to use complex features- word parts/vowel patterns, etc.

After the Reading: Retell and make a connection to independent reading. Find places to hold a note to stress importance or absurdity of a word or phrase. Play with this, and note how the tone/mood changes.

"I've highlighted a few words that you can check to make sure your reading is right. I won't read the word, but go ahead, read it, and take a moment to check and prove to your partner that the word makes sense, sounds right, and looks right!"

Possible Words to highlight or mask: nonsense p. 14, shouted p. 16 ; lovely, wondered, recalled p. 17

Retell (use chart, We Can Retell Well by... p.123 to help make retelling stronger) and invite partners to retell again, using the chart to coach each other.

"Readers, today we practiced 2 important skills: you checked your reading after tricky words, and you did a retell after you read. These are skills you'll want to practice when you read along, too!"

Grammar/Writing 11:25am - 12:30pm

Student Friendly Objectives

I can use correct capitalization, punctuation, and spelling when writing.

Review Types of Sentences with Google Slides.

Lucy Reading 1:35pm - 1:55pm

Student Friendly Objectives

I can use a sneak peek to decide how to read a book.

Lucy Reading Unit 1 Lesson 2

Readers Take a Sneak Peek

Connection:

Celebrate the good start you saw yesterday, noting that children were not only choosing what to read but also how. (Suggested connection: growth chart on wall to mark changes in height)

Teaching Point:

"Today I want to teach you that when readers choose how they are going to read a book, it helps them to think, 'How does this book want to be read?' To answer that, readers give the book a sneak peek – a grown-up, second- grade sneak peek." Add "Give the book a sneak peek." anchor chart.

Teaching:

- Point out that the song you read aloud so somberly the day before was written as a silly song, and use that point to advocate for readers taking a sneak peek to decide how to read a book.
- Suggested text – Katie Woo Has the Flu – Model studying the cover, reading the back blurb aloud, and taking a sneak peek to read the chapter titles, stopping to discuss how the pieces of the book help you to decide HOW to read the book.



- Make sure to model read reading work involved in studying the table of contents, stopping to discuss what might happen in each chapter. This sets readers up to synthesize text later.
- Debrief, naming the things you did to orient yourself to a book that you hope others do as well.

Science/Social Studies/Technology 2:25pm - 3:00pm

Student Friendly Objectives

C.2.2.3 I can understand that we all have special roles and responsibilities as citizens in a democracy.

Continue to read **America is...**



Thursday 09/10/2020

Important Reminders 8:00am - 8:30am

Heggerty/Word Study 8:30am - 9:10am

Student Friendly Objectives

- I can recognize, divide, and read words with closed syllable patterns.
- I can blend onset and rime.
- I can spell one-and-two syllable words with closed syllable patterns.

Heggerty Week 8 Day 3

Decoding/Encoding:**Review New Phonics Skill: Closed Syllable Pattern**

- Use sound wall or spells sounds (Teacher says sound, students echo sound, names and writes the spelling for the sound).
- Add words **jacket** and **sock** to your syllables anchor chart (from Day 1). Model the steps for reading multi-syllable words.
- Blend words (Word List, Day 3).
- Write the word **best** on the board. Model/point out that it has one short vowel and it is a closed syllable word.
- Write the word **be** on the board. Ask students if it is an open or closed syllable. Point out that it is an open syllable and it has a long vowel sound.
- Model a few words such as **he, bat, so, cat, crash, me, and frog**.
- Have students complete an **open and closed sort** using word cards (kitten, admit, tennis, sky, uphill, quest, log, duck, luck, truck, button, backpack, cry, shy, solo, zero, ivy, icy, tidy). Challenge them to find other ways to sort words such as beginning and final letter, number of letters, etc. Have a few students share out their sort.
- Blend words (Word List, Day 3). Have students circle the onset and underline the rime for each word.

Review Irregular Words (was, what, from)

- Explicitly identify the irregular part in each word. Practice reading an irregular word in a sentence (make mistakes) and model as you correct the word. Allow students to practice with a partner before working independently.

Guided Practice**Practice reading & writing phrases and sentences**

- Phoneme/Grapheme Mapping/Elkonian Boxes Activity (lost, hamster, bun, pretzel, pumpkin, dishrag, mess)
 - Model identifying phonemes/graphemes in the words using Elkonin Boxes. (pretzel, hamster)
 - Guide/practice identifying phonemes/graphemes in the words using Elkonin Boxes. (mess, lost)
 - Students will independently identify phonemes/graphemes using Elkonin Boxes for the following words. (bun, dishrag, pumpkin)
- Dictation Sentence- The hamster ran on the wheel.
- Have students read passage (A Day for Play) independently. Highlight closed syllable pattern words. Challenge them to find and circle open syllable words.

Independent Practice

Students will read each word and sort as open or closed syllable pattern. They will then draw a picture to match each word.

Standards

- 2.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- 2.RF.3a** Distinguish long and short vowels when reading regularly spelled one-syllable words.
- 2.RF.3f** Recognize and read grade-appropriate irregularly spelled words.

Mathematics 9:10am - 10:25am

Module:

1

Lesson:

7

Title:

Add within 100 using properties of addition to make a ten

Materials:

Fluency: personal white boards,

Concept Development: ten frame cards showing 10, two sided counters, personal white boards

Standards



2.OA.B.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.

Shared Reading Lessons 10:25am - 10:45am

Text: Mercy Watson to the Rescue

Warm-up: Reread, *There Was An Old Lady...* quickly noticing some expressions and discuss meanings. Look for and discuss literary language.

Third Reading of Text: Draw attention to word study focus, covering or highlighting certain words or word parts.

After the Reading Emphasize different root words from the text, and describe how adding an inflectional ending changes how you read a word and what the word means. Might use a pocket chart.

Name word study focus, words, and page numbers:

Closed syllable words--fell, still, held (all on p. 16); bedroom, gallop, kitchen (all on p. 19)

2nd word study focus after the reading--choose root words from the text:

shout/shouted; frighten/frightened; move/moved (all found on p, 14)

Read root words. Add inflectional endings. Discuss how an ending changes the meaning.

Grammar/Writing 11:25am - 12:30pm

Student Friendly Objectives

I can write well-elaborated narratives, including details to describe actions.

Session 3-pgs. 20-27-**Stretching Out Small Moments**>>>Need:Tiny Topics notebooks, 3 page writing booklets, teacher's writing sample>>>**Teaching Point**-Teach students how to develop a "tiny topic" into an entire story, explaining that writers plan & grow their stories by trying new things and thinking as they write.>>>Match students with a writing partner.>>>Partners discuss and share ideas from their "tiny topics" notebook.>>>Discuss with the class, ways a writer might rehearse a story before writing, such as: telling it across their fingers, or jotting a few key words at the top of each page (model these 2 ideas).>>>Demonstrate writing the beginning, middle, and end of the first page of a story for the class.>>>Have students choose a story idea from the TTN and practice telling it across their fingers. Then have partners share what key words they might use on each page to help them remember what they will write on that particular page.>>>Write.>>>Share-Place writing in the correct section of the writing notebook, reread *Owl Moon*, & pick out the parts of the story that feel the most important. Why do you think so??

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.

Read Aloud Lessons 1:35pm - 1:55pm

Student Friendly Objectives

I can retell a story read aloud to me and include the names of characters, the problem, and the solution.

Text Selection: Interrupting Chicken

Before you read--Model once more how to take a sneak peek to preview a book. Then invite children to think and react as they listen to the story. Give them a minute to discuss what is happening on the cover, then have them think about how the title **wants** to be read. Rehearse reading the title a few ways. Continue your sneak peek as you turn to the front cover to read the blurb. Restate what you learned in the blurb about the book. Then invite students to listen carefully to the story to be able to retell it in the order that it happened, including the characters' names and what the problem is and how it was solved.

As you read--Read aloud the text with expression, reacting to the text as you read. Encourage children to join you as you act out bits of the book to further engage students. Invite children to listen for more information about the two characters and to look out for the problem and how it might be solved. Pause toward the end to engage students in a discussion about what the problem is in the story and how Little Chicken's Papa might be able to solve the problem. Read on to the end and check students' predictions about possible solutions.



After you read-Have students join you in a story retell "across your fingers," including the main characters, the problem and how it was solved. Invite students to practice the retell with a partner. Create a chart, such as the one on page 105, to help children remember to keep their retells short.

Vocabulary:

interrupt--To blurt out while someone else is talking

acorn--The seed of an oak tree

stray--To take a path that is different than usual or that you do not know is safe

Accuracy Checks/Assessments 2:25pm - 3:00pm



Friday 09/11/2020

Important Reminders 8:00am - 8:30am

Heggerty/Word Study 8:30am - 9:10am

Student Friendly Objectives

- I can recognize, divide, and read words with closed syllable patterns.
- I can blend onset and rime.
- I can spell one-and-two syllable words with closed syllable patterns.

Heggerty Week 8 Day 4 & 5
Phonics Assessment

Mathematics 9:10am - 10:25am

Shared Reading Lessons 10:25am - 10:45am

Text: Mercy Watson to the Rescue

Warm-up- *There Was An Old Lady ...* Sing at a quick but steady pace.

Fourth Reading Invite kids to think about where they will take a breath as they read. Try a page or two. Comment on how each punctuation mark will affect your reading. Reread the text, and use your pointer to help children find a not-too-fast, not-too-slow pace for sections of the text. Make sure students read with expression too, by paying attention to font characteristics and what's happening in the text.

After the Reading: Practice phrasing a different section w/ partners on their own copies of a page. Perhaps they use highlighters or Wikki Stix to parse, then try reading.

Fluency focus: "Now you are growing as readers, so you need to look for clues to help you know where to take a breath. Readers often look for middle-of-the-sentence punctuation to help them know when to take a breath. Let's notice some of that punctuation now."

Start at page 16

"Wow. That period is in the middle of the line, but we will need to make a full stop there." Or, "Oh, that is a comma, so we should pause a bit, like you would if reading a list."

"I know this next part is fun, but sometimes you read it so fast, I can't quite understand everything that is happening..."

Copy a page for fluency practice. P. 14

Or show/give a longer sentences with the punctuation removed. Students try to figure out what is missing. Which types of punctuation help it sound the best?

Grammar/Writing 11:25am - 12:30pm

Types of Sentences Assessment

Lucy Reading 1:35pm - 1:55pm

Student Friendly Objectives

I can set goals to build my reading stamina.

Connection:

Remind readers that earlier you compared second-grade reading growth to the growth of Jack's beanstalk, and ask, "How do readers get stronger?"

Teaching Point:

"Today I want to teach you that second- grade readers work hard to get stronger and stronger. To get stronger, they set goals, pushing themselves to read more and longer each day."

**Teaching:**

- Tell students that reading researchers have found that when a child is matched to a book like the Fly Guy books, it should take 5-10 minutes to read, and then talk up goal setting using examples to show how students should set goals for how many books to read in one workshop reading time.
- Suggested text examples –
Fly Guy – Level I books – 5 to 10 minutes
Frog and Toad – Level J/K books – 10 minutes
Cam Jansen – Level L/M books – 45 minutes
- Debrief in ways that highlight the importance of readers working to get stronger. Suggest that one way to do this is to set goals for volume of reading.
- Refer to the anchor chart, adding the last strategy “Read more and MORE!”

Guided Practice**Active Engagement:**

- Channel readers to calculate goals they can set, applying your figures to their own reading.
- “Whisper your goal to your partner. Partners, check to see if you think that is a reasonable goal, not too much or not too little.”

Independent Practice**Link:**

- Send readers off to work with resolve.
- Remind students of past lessons. “You can decide what to read, how to read and now how much to read! To be a stronger reader, set a goal of how many books you will read and then work towards that goal! Off you go!”

Mid-Workshop:

- After 10ish minutes pass out new reading logs and put a sample under the document camera.
- Tell students to take out a post-it to jot goals. Compare to log. Encourage students to set new goal if their log has already passed goal.

Assessments**Teacher observation/ Share:**

- Channel partners to share, first talking about their goals, and how they read parts of books, and then reading those parts aloud.
- Let students on to the secret that you’ve been timing their reading, and introduce a chart to track their progress across the unit. Use the chart as a goal for reading stamina by the end of the unit.

Standards

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

1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Science/Social Studies/Technology 2:25pm - 3:00pm

Student Friendly Objectives

C.2.2.3 I can understand that we all have special roles and responsibilities as citizens in a democracy.

Students will write and illustrate their favorite American symbol.