

## 2nd Grade

### First 6 Weeks of School

#### Interactive Modeling

1. Briefly state what you will model, and why.
2. Model the behavior exactly as you expect students to do it (the right way, not the wrong way, and without describing what you're doing unless you need to "show" a thinking process).
3. Ask students what they noticed. (You may need to do some prompting, but children soon notice every little detail, especially as they gain expertise with this practice.)
4. Invite one or more students to model the same way you did.
5. Again, ask students what they noticed the modelers doing.
6. Have all students model while you observe and coach them.
7. Provide feedback, naming specific, positive actions you notice and redirecting respectfully but clearly when students go off track.

**Key Procedural Routines:** All of these are demoed; some extra strategies are used as "centerpieces" for introducing and reminding

1. **Chime**  
Demo with a slogan, "When you hear the chime it's quiet time!"
2. **Lining Up/Hallway**  
Slogan - "Right and tight", Line up Song
3. **Morning Routines** (unpacking, lunch count, attendance, etc.)  
Visual
4. **Bathroom/Drink Procedure**  
Anchor Chart
5. **Use of Supplies/Cleaning up Supplies**  
Anchor Chart
6. **Class Jobs**
7. **Lunchroom/Playground Expectations**  
Visual
8. **10 Minutes of Quiet**  
Anchor Chart
9. **Handling chromebooks**  
Anchor Chart and Visuals
10. **Appropriate/Flexible Seating**
11. **Fire Drill/Evacuation**

12. **End of the Day Routines** (mailboxes, packing, putting chairs up)  
Anchor Chart and Visuals
13. **Dismissal**
14. **Cool Down Corner/Redirection Policy**  
Metaphor Development
15. **Voice Limit/Level**  
Visual
16. **Fidgets**

## Day 1 Schedule

### Thursday, September 5th

\*denotes that the resource is available in First 6 Weeks of School Folder labeled by day

#### Arrival

- Greet students at door (give students a dot or name tag to show where they sit)
- Call students over to show where they will hang up their belongings
- Collect school supplies and organize (takes about an hour)
- Introduce quiet signal or chime (freeze game) **as demo with slogan**  
**“When you hear the chime it’s quiet time!”** Ask, **“Why is it important to be quiet?”** **“What are different volumes that can help everyone learn?”**
- **Demo lesson on how to come to Morning Meeting/Carpet**
- **Interactive modeling of morning routine, and create an anchor chart including:**
  - Arrival
  - Do-now
  - Unpacking
  - Where to keep water bottles
  - Lunch

#### Special

- Review lining up and hallway expectations **as demo with song/chant, and with slogan, “Right and Tight!”**
- **Ask, “How do we behave in specials?”**

#### Morning Meeting

- Discuss 2nd grade expectations for Morning Meeting. **as demo**
  - Review what students did last year during morning meeting in 1st grade.
- Greeting: Teacher will lead the greeting of each student on the first day (hello “name”) **as demo with interactive modeling**
- Message: Teacher will read message and students will echo read it.
- Other elements of Morning Meeting will be introduced gradually

Introduce bathroom procedures (chart, how often/when is allowed) **as demo with visual**

### Read-Aloud/Writing: First Day Jitters

First Day Jitters- **Ask, “How did you feel before the first day of school?”**

- Story and writing activity\*
- Students can share when completed
- Feelings Tally chart

### Brain Break- Energizer

### Daily 5: Introduce Read to Self

- Give the Reading Interest Survey to the whole class
- Have books in bins on tables for first few days
- **Depending on time, make a T-chart for Read to Self\* (students will...teacher will..)**
- **Begin interactive modeling of how to do read to self**
- Introduce Stamina poster- try to get 1 minute of reading in.

Lunch/Recess Followed by 10 minutes of Quiet Time **as demo with Slogan, create hallway rules chart.**

- **Interactive modeling of lining up with slogan**
- **Interactive modeling and class T-chart of expectations during 10 Minutes of Quiet Time, must-do's and may-do's**

### Classroom Tour/School Tour -

- Highlight key parts of room.
- Go on school tour (practice lining up)
- **Anchor chart of expectations and rules for specials and recess.** Create a T-Chart of “Class” and “Specials” to show that the expectations are the same.

### Ice Breaker Activity:

- Find a buddy\*

### Math

- How do you get home? discussion and graph
- Begin Math about Me\*
  - Model first
  - Take 2 days if needed
  - Good bulletin board activity

### Dismissal **demo with visual**

- Teach your dismissal routine (what they need, how to get backpack, etc)
- **Interactive Model Dismissal routine**
- **Closing Circle, refer to morning meeting anchor chart for rules, introduce the share for the day. Ask, “How did you feel on your first day of school?”**

## Day 2 Schedule

### Friday, September 6th

#### Arrival

- Greet students at door
- Remind students about where belongings go and **quiet signal with slogan**  
**“When you hear the chime it’s quiet time!”** Ask, **“Why is it important to stop what you’re doing, cross your arms, and put your eyes on me?”**
- Introduce **\*morning routine anchor chart\*** before Morning Meeting
  - Use pictures and interactive modeling

#### Morning Meeting

- Remind students about 2nd grade expectations for Morning Meeting. **review with Morning Meeting rules visual**
- Greeting: Students will greet each other. **Interactive model beforehand. Eye contact, how to ask name politely.** Ask, **“Why is it important to make eye contact when you greet someone?”**
- Message: Teacher will read message and students will echo read it.

#### Hand raising procedure **interactive modeling**

#### Start Rules

- Introduce concept of hopes and dreams with a read aloud.
- These are some recommended books from Responsive Classroom
  - <https://www.responsiveclassroom.org/read-alouds-to-inspire-hopes-and-dreams/>
  - <https://www.responsiveclassroom.org/books-for-hopes-and-dreams-2012/>
  - <https://www.responsiveclassroom.org/more-books-for-hopes-and-dreams/>
- Discuss what hopes and dreams are. Share your own hope and dream.
- This will be continued next week

#### Brain break - Energizer

## Writing

- Mini Lesson: Managing Materials
- Read the story “This School Year Will Be the Best!” by Kay Winters
- Brainstorm ideas about what would make this school year the best (can be silly or realistic)
- \*Write page for first class book\*
- Share when completed

## Daily 5:

- Review Read to Self. Have students model appropriate Read to Self behaviors. **demo with anchor chart visual**
- Go over stamina poster. Try for 2 minutes of uninterrupted reading. Go for more depending on class behavior during activity.

Lunch/Recess followed by 10 minutes of Quiet Time **Review hallway rules chart.**

## Math

- Finish Math About Me
- Introduce Math Game **demo on partner work and cleaning up games with visual, ask, “How do others benefit when you clean up the game materials?”**
  - \*Addition Bump- need 2 dice, 10 counters of different colors
  - **Model activity with students**
  - **Teach the correct way to clean up a center**

## Special

## Dismissal

- Interactive Model Dismissal routine **as demo with visuals**
- **Closing Circle, refer to morning meeting anchor chart for rules, introduce the share for the day. Ask, “What is one thing you are excited about for 2nd Grade?”**

## Day 3 Schedule

### Monday, September 9th

#### Arrival

- Greet students at door
- Remind students about the **morning routine anchor chart** and to check off mentally as they go **Ask, “When it comes to morning routines, are we all set?”**
- Review the rules about the chime.  
**“When you hear the chime it’s quiet time!” Ask, “Why is it important to be quiet?”**
- **Interactive model morning routine**

#### Morning Meeting

- Remind students about 2nd grade expectations for Morning Meeting.
- Greeting: “Good morning, (name)” Review how to greet each other.  
**Interactive model greeting with eye contact.** Eye contact, how to ask name politely.
- Message: Teacher will read message and students will echo read it. Point to the words as you read.
- Share All About Me

#### Hopes and Dreams

- Mini lesson: Voice Level
- Go over the concept of hopes and dreams. Discuss the book you read about it.
- Share your own hope and dream for this year again. Discuss different hopes and dreams for the year.  
**Ask, “When we have hopes and dreams, what effect will that have?”**
- Students will generate their own hopes and dreams verbally. Then they will share their hope and dream with a partner. You can do this by doing a big circle, little circle activity so that students will share with different partners on the rug.
- Hopes and Dreams activity (teacher choice: monster, flag pennant, etc.)

#### Brain Break- Energizer

#### Rules



- Discuss supplies and how to use them. **demo with anchor chart visual**
- Teacher reads a book and students discuss anchor chart.

#### Daily 5:

- Introduce book shopping with “I PICK lesson”. Make **\*anchor chart\*** together. Explain when students will book shop.
- Read to Self:
  - Go over stamina poster. Try to increase your uninterrupted reading time to 5 minutes.

#### Interest Survey

Lunch/Recess followed by 10 minutes of Quiet Time **Review hallway rules chart.**

#### Math

- **Explore Manipulatives** **Interactive model**
- \*Who has the number math activity
- Introduce Math Centers
  - **Review Addition Bump Game**
  - **Introduce \*Back to School Roll a Problem**
  - **Model activity with students**
  - Tell students that midway, they will hear a signal and start to clean up their centers before moving on the next one. Practice the signal and their reactions.
 

**use reminding language about the importance of cleaning up materials**

#### Conflict Resolution Lesson 1

- What do you see?  
<https://pin.it/c66pbv46qcyzxs>

#### Special

#### Dismissal

- **Interactive model dismissal routine**
- **Closing Circle, refer to morning meeting anchor chart for rules, introduce the share for the day. Ask, “What is one thing you want to get better at in 2nd grade?”**

## Day 4 Schedule

Tuesday, September 10th

### Arrival

- Remind students about the **morning routine anchor chart** and to check off mentally as they go. Refer to the poster as needed.
- Review the rules about the chime.  
**“When you hear the chime it’s quiet time!” Ask, “Why is it important to be quiet?”**
- Continue to **interactive model problem areas**

### Morning Meeting

- Continue the basic Greeting: “Good morning, (name)” Review how to greet each other. **Interactive model as needed** with volunteers to show correct eye contact and how to ask someone’s name politely.
- Message: Teacher will read message and students will echo read it.

### Rules Continued

- Review our hopes and dreams for this year. Today we are going to write out what those hopes and dreams are.
- Discuss behavior in cafeteria. Complete project.
- Introduce Cool Down Corner with interactive modeling and introduction of “Fidget Toys”. The class will **create a T-chart** to see appropriate ways to use them, when to use them, and where to use them.

### Brain Break- Energizer activity

### All About Me

- Students will finish sharing their “All About Me” pages. **Review how we behave when a person is sharing.** You can do a question or comment if you have time.

### Word Knowledge Inventory

### Daily 5:

- Read to Self:
  - **Go over stamina anchor chart.** Try to increase your uninterrupted reading time to 7-8 minutes.
  - Begin to test reading levels

Lunch/Recess followed by 10 minutes of Quiet Time **Review hallway rules chart.**

## Math

- Explore Manipulatives
- Introduce Math Centers
  - Review previously taught games
  - **Introduce a third game \*Roll it to the Top. Model for students. Also show students how you want the activity to be cleaned up.** Today we will be doing 3 rotations. **Review the chime** and how to get the center ready for the next students.
  - Name graph

## Conflict Resolution Lesson 2

- Rubber Band Lesson

## Special

## Dismissal

- Review dismissal routine
- **Closing Circle, refer to morning meeting anchor chart for rules, introduce the share for the day. Ask, “What is one thing you want to get better at in 2nd grade?”**

## Day 5 Schedule

Wednesday, September 11th

### Morning Meeting

- Continue the basic Greeting: “Good morning, (name)” Review how to greet each other. **Interactive model as needed** with volunteers to show correct eye contact and how to ask someone’s name politely.
- Message: Teacher will read message and students will echo read it.

### Rules Continued

- Reread people’s hopes and dreams. Then say to the class **“It is important that we all get to do the things we really want to do this year. If we want to get to all our schoolwork and to our own hopes and dreams, what rules do you think we will need? What will make our classroom a safe and friendly place to learn?”**
- Record everyone’s ideas on the SmartBoard (or anchor chart) Record ALL student ideas. When students have exhausted ideas, tell them that the list is a rough draft and that we will look at it again to make sure we have everything

### Brain Break- Energizer

### Scholastic Listening Comprehension Assessment

### Read Aloud- Chrysanthemum by Kevin Henkes

- Read the story and make note of how Chrysanthemum feels at the beginning of the story, once she starts school, and at the end of the story.
- Print out the \*Chrysanthemum sheet and crumple a bit of her as you “make fun” of her to show students the lasting effect of negative comments
- Complete the \*wilt/bloom worksheet
- **Create an anchor chart** for “You Break It, You Fix It” to outline logical consequences.

### Daily 5:

- Read to Self:
  - Go over stamina poster. Try to increase your uninterrupted reading time to 10 minutes
  - **Ask, “What can we do to help other people build reading stamina?”**
  - Start running records of students
  - Share their favorite part of what they read

Lunch/Recess followed by 10 minutes of Quiet Time **Review hallway rules chart.**

### Math

- **Manipulatives**
- Introduce\* Clock Partners- We will use clock partners throughout the year. Start with your 12 o'clock buddy. Find someone who has the same favorite color as you. Write down this person in your 12 o'clock slot. Then find someone who has the same birthday month or season as you will be your 3 o'clock slot. Write down this buddy's name. For your 6:00 buddy, find someone who has the same number of siblings as you. Write that person's name in the 6:00 slot. For your 9:00 partner, find someone who has the same number/type of pets as you. Record this person's buddy in your 9:00 space.
- Math Centers
  - Review previously taught games
  - **Review the chime and how to get the center ready for the next students.**

### Conflict Resolution

- Listening to Hear

### 9/11 Read Aloud

### Dismissal

- **Review dismissal routine**
- **Closing Circle, refer to morning meeting anchor chart for rules, introduce the share for the day. Ask, "What is one kind thing you did today?"**

## Day 6 Schedule

Thursday, September 12th

### Morning Meeting

- Continue the basic Greeting: “Good morning, (name)” Review how to greet each other. **Interactive model as needed** with volunteers to show correct eye contact and how to ask someone’s name politely.
- Message: Teacher will read message and students will echo read it.

### Rules Continued

- Look over rules and rephrase rules in a positive manner ( don’t run= walk)
- Tell the class that you notice that all rules they came up fit into three different and important categories. (how to treat self, others, environment)
- Sort the rules by category
- **You should end up with 3-5 rules total**
- **Publish rules on chart paper to create an anchor chart**
- Have students sign the rules
- Laminate and place in a prominent place
- 

### Brain Break- Energizer

- Work on Guess Who? that is going in the hallway before Back to School Night.
  - An example activity is the About Me Hopes and Dreams Bees\*

### Read Aloud- *It's Not Fair!* by Amy Krouse Rosenthal

- Read the story and explore the differences between “fair” and “equal”
- Do the band-aid activity  
Ask students where they got hurt, put a band aid on where the first child said and replicate on the same spot for the others. Explain that fair does not mean getting the same thing but getting what you need to be successful.

### Daily 5:

- Read to Self:
  - Go over stamina poster. Try to increase your uninterrupted reading time to 12 minutes
  - Start running records of students
  - Share their favorite part of what they read

Lunch/Recess followed by 10 minutes of Quiet Time Review hallway rules chart.

### Math

- Rotations
- Explore new math manipulatives
- Play math games with clock partners
  - Review the chime and how to get the center ready for the next students.

### Conflict Resolution Lesson

- Listening to Hear

### Dismissal

- Review dismissal routine
- Closing Circle, refer to morning meeting anchor chart for rules, introduce the share for the day. Ask, “What is one thing you’re looking forward to next week?”

## Day 7 Schedule

### Friday, September 13th

#### Morning Meeting

- The Weekend's Almost Here greeting and activity: **Interactive model the greeting.** Have this greeting on the board : "Hey (name), the weekend's almost here, whatcha gonna do when it really gets here?" Then the student will say something like "I'm going to swim" Then we all act out and say "He/she is going to swim, swim, swim." If it's something hard to act out, ask the students what we can do to show going to the circus, etc. This greeting can be the activity too because it takes time especially for the first few weeks.
- Message: Have a student read the morning message and students will echo it.

#### CARES- C for Cooperation

- Read "The Crayon Box That Talked" by Shane Derolf
- **Make anchor chart of what Cooperation looks like, feels like, and sounds like**
- Activity- Make a picture with only one color and make a picture with many colors and compare

#### Logical Consequences

- **Introduce the \*"Take-a-Break" Chair with a demo and anchor chart**
- **Ask, "How does it affect other people when you break a rule?"** You will get a logical consequence. That means you will get a consequence that is directly related to the rule that you broke. It is a consequence that is chosen for you. If you skip a chore one night, you might have to do two chores the next night. In our room we will use the logical consequence of YOU BREAK IT, YOU FIX IT **\*anchor chart\*** When... 1. Fixing physical messes. 2. Fixing emotional messes. 3. As a better way to manage behavior.

#### Brain Break- energizer activity

#### Back to School Night Letter

- Discuss what you want to include in your letter
- Brainstorm together
- Work on letter to parent



### Daily 5:

- Read to Self:
  - Go over stamina poster. Try to increase your uninterrupted reading time to 18 minutes
  - Continue running records of students
  - Share a question or comment about what they read

### Conflict Resolution Lesson

- Mindfulness lesson

Lunch/Recess followed by 10 minutes of Quiet Time **Review hallway rules chart. Tell, “I officially declare hallway rules to be set and that you will follow these expectations every time.”**

### Math

- Practice Rotations
- Introduce math “flashback” station with flashcards. **Interactive model how to use the cards, working with partners, and how to clean up the center.**
- Then have students switch between 1 game, manipulative center, and flashcard center

### Special

Dismissal- **Review dismissal routine**

## Day 8 Schedule

### Monday September 16th

- Introduce new greeting: Hand Shake Greeting
- Hand Shake Greeting: **Interactive modeling how to greet using a handshake. Students say “Good morning (name)” then offer a handshake.**
- Activity: \*Button, Button **Interactive model the activity.**
- Message: Have a student read the morning message and students will echo it.

### CARES

A for Assertion

- Read “Sheila Rae the Brave” by Kevin Henkes.
- **Make anchor chart of what Assertion looks like, feels like, and sounds like**
- Activity- **Role Play with the \*I Can Be Assertive Scenario Cards with partners or small groups.**

### Brain Break- Energizer

### Back to School Night Letter

- Finish Back to School night letter and any other Back to School Night activities for inside/outside classroom

### Daily 5:

- Read to Self:
  - Go over stamina poster. Try to increase your uninterrupted reading time to **20 minutes**
  - Continue running records of students
  - Have students do a **turn and talk** of what they read when timer goes off.

### Lunch/Recess followed by 10 minutes of Quiet Time

### Math

- **Practice Rotations**
- **Reintroduce math “flashback” station with flashcards. Interactive model how to use the cards, working with partners, and how to clean up the center. Ask, “Why is it important to put everything back the right way?”**
- Then have students switch between 1 game, manipulative center, and flashcard center

## Conflict Resolution Lesson

- Defining Conflict

## Special

## Dismissal

- Review dismissal routine

## Day 9 Schedule

Tuesday, September 17th

### Morning Meeting

- Hand Shake Greeting: **Interactive modeling how to greet using a handshake. Students say “Good morning (name)” then offer a handshake.**
- Activity: \*Beat the Bunny **Interactive model the activity.**
- Message: Have a student read the morning message and students will echo it.

### CARES

R is for Responsibility

- Read “What if Everybody Did That?” By Ellen Javernick
- **Make anchor chart of what Responsibility looks like, feels like, and sounds like**
- Activity- \*What if Everybody Did That activity- adding page to the story. Can do independently or with partners.

### Brain Break- Energizer

### Writing

Mini Lesson: Turn and Talk

20's Writer's Workshop Lessons- Day 1

- Everyone can be a storyteller
  - Choose a read aloud and talk about what it means to be a storyteller.
- Introduce your own story to the class.
- Oral Storytelling - Teacher Models
- Introduce Author Chair
- Have 2 students model
- Make a list of students who are storytellers
- Make a “We Know That” chart
  - Add: 1. We are storytellers.

### Daily 5:

- Read to Self:
  - Read to Self for 20 minutes, then introduce reading response exit ticket. Explain that after they are done reading, they can work on a reading response sheet (\*attached will be several examples varying by level) .

**Model the correct way to answer the reading response sheet beforehand.** Collect when done.

- Continue running records during this time

Lunch/Recess followed by 10 minutes of Quiet Time

## Math

- ITL 1
- Introduce the chromebook as a tool. **Go over \*Rules of chromebook Use. INTERACTIVE MODEL EACH PART. Take your time with this. Ask, “Why do we handle chromebooks carefully?” and “What could happen if we do not follow these rules?”** Introduce a group that will be the chromebook station where they can work on the flashcard app in partners.
- Rotate between chromebooks, manipulative station, and a game. If there is not enough time for everyone to go to all the centers, continue tomorrow so that everyone gets a turn.

## Social Studies

- Constitution Day

## Conflict Resolution Lesson

- Questions about conflict

## Special

## Dismissal

- **Review dismissal routine**

## Day 10 Schedule 8

### Wednesday September 18th

#### Morning Meeting

- Introduce new greeting: Hand Shake Greeting
- Hand Shake Greeting: **Interactive modeling how to greet using a handshake. Students say “Good morning (name)” then offer a handshake.**
- Activity: \*Button, Button **Interactive model the activity.**
- Message: Have a student read the morning message and students will echo it.

#### CARES

E is for Empathy

- Read “Crazy Hair Day” by Barney Saltzberg (available on Bookflix)
- **Make anchor chart of what Empathy looks like, feels like, and sounds like**
- Activity- \*Crazy Hair Day Activity about feelings: **Interactive model the activity.**

#### Brain Break- GoNoodle or another energizer activity

#### Writing

20's Writer's Workshop Lessons- Day 2

- Mini Lesson: What to do when you think you are done.
- Continue Oral Storytelling. Retell your exact story from Wednesday.
- Ask more students to share today in Author's Chair and add their names to the list of storytellers
- Add to the “We Know That” chart that 2. Storytellers tell true stories that really happened to them.

#### Daily 5:

- Read to Self:
  - Review how to answer the reading response sheet. Read to Self for 20 minutes.
  - Continue running records

#### Lunch/Recess followed by 10 minutes of Quiet Time

## Math

- Topic 14-4
- **Review the rules of chromebook use. Have students interactive model how to correctly use an chromebook. Tell, “I officially declare chromebook rules to be set and that you will follow these expectations every time.”**  
Today show the students how to put it back correctly on the cart (or wherever you are putting them each day).
- Rotate between chromebooks, manipulative station, and a game. Make sure all students from the other day got to try the chromebook.

## Conflict Resolution Lesson

- What’s your style about conflict?

## Special

## Dismissal

- **Review dismissal routine and any reminders for the weekend. Tell, “I officially declare dismissal rules to be set and that you will follow these expectations every time.”**

## Day 11 Schedule

### Thursday September 19

#### Morning Meeting

- Toss Greeting
- Continue “Favorite Food” share going down the list.
- Activity: Grandma’s Attic
- Calendar
- Message: Have a student read the morning message and students will echo it.

#### Language Arts: CARES- S for Self-Control

- Read “My Mouth is a Volcano” by Julie Cook
- Make anchor chart of what Self-Control looks like, feels like, and sounds like
- Activity - My Mouth is a Volcano practice sheet showing a better choice.

#### Brain Break: Energizer

#### Writing: First 20 Writer’s Workshop Lessons- Day 3

- Mini lesson How to respond during a share- Tell what you likes, Ask a question, Give a helpful statement
- More Oral Storytelling
- Model the same story, ask more children to share theirs
- Add names to the list

#### Daily 5

- Review chromebooks during Daily 5. Review the correct way to use chromebooks the rules previously discussed. Show students how to use Bookflix or how to scan a QR code to read a story. Students will switch between Read to Self and Listen to Reading.
- Read to Self:
  - Reading Response Sheets

#### Recess & Lunch

#### 10 Minutes of Quiet



## Math

- Topic 1- Understanding Addition and Subtraction
  - Lesson 1: Writing Addition Number Sentences
- Review Math Stations: Math With Mrs. Hunt, Math By Myself, Math Games, Math Work

## Social Studies:

- Read the Scholastic Story, "We Are Citizens" on Bookflix.
- Students will complete a graphic organizer about good citizenship.
- Students will work in pairs to create posters about good citizenship in our community.

## Conflict Resolution Lesson

- Perspectives

## Special

## Closing Circle & Dismissal

## Day 12 Schedule

### Friday, September 20th

#### Morning Meeting

- The Weekend's Almost Here greeting and activity: **Interactive model the greeting**. Have this greeting on the board : "Hey (name), the weekend's almost here, whatcha gonna do when it really gets here?" Then the student will say something like "I'm going to swim" Then we all act out and say "He/she is going to swim, swim, swim." If it's something hard to act out, ask the students what we can do to show going to the circus, etc. This greeting can be the activity too because it takes time especially for the first few weeks.
- Message: Have a student read the morning message and students will echo it.

#### Read Aloud- "A Bad Case of Tattle Tongue" by Julia Cook

- Model how to make connections to story
- Use Making Connections poster to illustrate Text-to-Self, Text-to-Text, Text-to-World connections
- Activity- Tattle Tongue Text-to-Self connection sheet

#### Brain Break: Energizer

#### Writing: First 20 Writer's Workshop Lessons- Day 4

- Finish oral Storytelling
- Model the same story, ask more children to share theirs
- Add names to the list

#### Daily 5:

- Switch between Read to Self and chromebooks.
  - Continue running records/Scholastic Assessment of students
  - Reading Response Sheets

#### Recess & Lunch

#### 10 Minutes of Quiet

## Math

- Topic 1- Understanding Addition and Subtraction
  - Lesson 2: Stories About Joining
- Math Stations: Math With Teacher, Math By Myself, Math Games, Math Work

## Special - Library

## Conflict Resolution Lesson

- Feelings

## Closing Circle

## Day 13 Schedule

### Monday, September 23rd

#### Arrival

- Greet students at door (give students a dot or name tag to show where they sit)
- Lunch count/attendance
- Do now

#### Morning Meeting

- **Review Monday greeting: What's the Haps?**
- Share: "My favorite food is..." Go down the list and have several students share.
- Activity: \*alphabet story
- Message: Have a student read the morning message and students will echo it.

#### Language Arts: CARES- S for Self-Control

- Read "My Mouth is a Volcano" by Julie Cook
- **Make anchor chart of what Self-Control looks like, feels like, and sounds like**
- Activity- My Mouth is a Volcano practice sheet showing a better choice.

#### Writing: First 20 Writer's Workshop Lessons- Day 5

- Finish oral Storytelling
- Model the same story, ask more children to share theirs
- Add names to the list

#### Brain Break

#### Daily 5/Guided Reading

- Review chromebooks during Daily 5. Review the correct way to use chromebooks the rules previously discussed. **Model to students how to use Bookflix or how to scan a QR code to read a story.** Students will switch between Read to Self and Listen to Reading.
- Read to Self:
  - Reading Response Sheets

#### Recess & Lunch

## 10 Minutes of Quiet Time

### Math

- Topic 1- Understanding Addition and Subtraction
  - Lesson 1: Writing Addition Number Sentences
- Introduce Math Stations: Math With Teacher, Math By Myself, Math Games, Math Work
  - **Review the Class T-Charts outlining “The teacher will...” and “The students will...”**

### Conflict Resolution Lesson

- Sources of Conflict

### Closing circle

### Special

### Dismissal

## Day 14 Schedule

### Tuesday, September 24th

#### Arrival

- Greet students at door (give students a dot or name tag to show where they sit)
- Lunch count/attendance
- Do now

#### Morning Meeting

- Toss Greeting
- Continue “Favorite Food” share going down the list.
- **Interactive modeling for activity: \*Quick Change**
- Calendar
- Message: Have a student read the morning message and students will echo it.

#### Read Aloud “The Girl Who Never Made Mistakes” by Mark Pett and Gary Rubinstein

- Review making connections (use the posters if necessary)
- Activity- It’s Okay to Make mistakes worksheet

#### Brain Break: Energizer

#### First 20 Writer’s Workshop Lessons: Day 6

- Introduce a Personal narrative (Anchor chart)
- Read “When I Was 5”
- How can we let other people hear our stories? (Get students to come up with the idea of writing it down. )
- Let students turn and talk to a neighbor to share their personal narrative to a friend
- Give them paper after they finish orally telling their story
- Stop when they are excited and energy is still high and bring their stories to the carpet.
- Add to the “We Know That” chart- We can write our stories down just like real authors do.
- Have 2-3 kids share their writing and collect all papers.

### Daily 5

- Switch between Read to Self and chromebooks. **Ask, “What do you do to switch from Read to Self to chromebooks? What will it sound like?”**
  - Continue running records/Scholastic Assessment of students
  - Reading Response Sheets

### Recess & Lunch

### 10 Minutes of Quiet

### Math

- Topic 1- Understanding Addition and Subtraction
  - Lesson 2: Stories About Joining
- Review and go through Math Stations

### Social Studies

### Conflict Resolution

- Communication Encouragers

### Closing Circle & Dismissal 2:30-2:45

## Day 15 Schedule

## Wednesday, September 25th

### Arrival

- Greet students at door (give students a dot or name tag to show where they sit)
- Lunch count/attendance
- Do now

### Morning Meeting

- Greeting: Toss Greeting
- Continue "Favorite Food" share going down the list.
- **Interactive modeling for activity: \*Food, Friends, Fireworks**
- Calendar
- Message: Have a student read the morning message and students will echo it.

### Special

#### Language Arts: Read "What do you do with a Problem?"

- **Review making connections anchor chart**
- Activity- It's Okay to Make mistakes worksheet

### Brain Break - Energizer

#### First 20 Writer's Workshop Lessons- Day 7 10:30-11:00

- Begin passing out narratives from yesterday (with no names), get the students to generate the idea that real authors write their name and date on their work. **Ask, "Why do we put our names on our work?"**
- Use your stack of mentor texts to show them many examples.
- Model and write the name and date on your personal narrative.
- Then have students take their work back to their seats and write theirs.
- Add to the "We Know That" chart.
  - Write: Authors write their name and date on everything.

### Daily 5/Guided Reading:

- Switch between Read to Self and Chromebooks
  - Reading Response Sheets

### Recess & Lunch

### 10 Minutes of Quiet



## Math

- Topic 1- Understanding Addition and Subtraction
  - Lesson 3: Writing Subtraction Number Stories
- Math Stations

## Special

## Conflict Resolution Lesson

- Escalators

## Closing Circle

## Dismissal

## Day 16 Schedule

Thursday, September 26th

### Arrival

- Greet students at door (give students a dot or name tag to show where they sit)
- Lunch count/attendance
- Do now

### Morning Meeting

- Greeting: Toss Greeting
- Continue “Favorite Food” share going down the list.
- **Interactive modeling for activity: \*Food, Friends, Fireworks**
- Calendar
- Message: Have a student read the morning message and students will echo it.

### Language Arts: Read “Froggy Gets a Doggy” by Jonathan London

- Review making connections
- Students will use the recording page to make a connection using “TS”, “TT”, or “TW”.
- **Give a mini-lesson on annotating books in Read to Self with the “Connection Mark” (the letter C) on the page they made a connection with the correct label.**

### Brain Break -Energizer

### First 20 Writer’s Workshop Lessons- Day 8

- Share a personal narrative mentor text
- **Ask, “What do we do if we run out of space on a page? What if we have used both sides?”**
- **Model how and where to get new paper for the students**
- Make sure you have 2 or 3 students share in the author’s chair that used another sheet of paper.
- Wrap up and add to the “We Know That” chart

Write: 5. Authors write stories that have more than one page.

### Daily 5

- Switch between Read to Self and Listen to Reading

Recess & Lunch

10 Minutes of Quiet

Math

- Topic 1- Understanding Addition and Subtraction
  - Lesson 4: Stories About Separating
- Math Stations

Social Studies

Conflict Resolution Lesson

- How to Brainstorm

Closing Circle and Dismissal 2:30-2:45

## Day 17 Schedule

### Friday, September 27th

#### Arrival

- Greet students at door (give students a dot or name tag to show where they sit)
- Lunch count/attendance
- Do now

#### Morning Meeting

- The Weekend's Almost Here greeting and activity: **Interactive model the greeting.** Have this greeting on the board : "Hey (name), the weekend's almost here, whatcha gonna do when it really gets here?" Then the student will say something like "I'm going to swim" Then we all act out and say "He/she is going to swim, swim, swim." If it's something hard to act out, ask the students what we can do to show going to the circus, etc. This greeting can be the activity too because it takes time especially for the first few weeks.
- Message: Have a student read the morning message and students will echo it.

#### Language Arts

- Hand out Journeys textbooks

#### Brain Break -Energizer

#### First 20 Writer's Workshop Lessons- Day 9

- Authors stick to one topic for each story and put pages together by stapling
- **Model reading a story with the pages mixed up. Ask, "What do authors do so their stories don't get mixed up?"** They use a stapler.
- **Interactive model how to use a stapler to put papers in and staple.**
- Students can ONLY use a stapler when they have more than one page of writing
- Have students share their multiple page story

### Daily 5:

- **Introduce Word Work Station with an anchor chart**
- Give students a word work menu with Henry and Mudge spelling/vocabulary/HF words
- Start with one easy activity like rainbow words
- **Interactive Model EXACTLY how to take out supplies, use the words, do the activity, and putting the materials back.**
- You can have everyone try one section of word work or you can switch between different stations.

### Lunch/Recess

10 minutes of Quiet Time

### Math

- Topic 1- Understanding Addition and Subtraction
  - Lesson 5: Stories about Comparing
- Math Stations

### Social Studies

### Conflict Resolution Lesson

- How To Use I-messages

Closing Circle/ Dismissal 2:30-2:45

### Special

## Day 18 Schedule

### Tuesday October 1st

#### Morning Meeting

- **Review Monday greeting: What's the Haps?**
- Share: "My favorite food is..." Go down the list and have several students share.
- Activity: \*alphabet story
- Message: Have a student read the morning message and students will echo it.

#### Language Arts

- "Henry and Mudge" Day 1

#### Brain Break- Energizer

#### First 20 Writer's Workshop Lessons- Day 10

- Authors need to stay organized and must have a place to store their work
- Scaffold student learning to come up with the idea of using their own folders
- **Model how to label and use folders to store writing neatly**
- Share folders at the end of the lesson

#### Daily 5:

- **Review Word Work station anchor chart**
- **Interactive model with students how to do the station, use particular words, do the activity, and putting materials back.**
- Students will switch groups of Read to Self, Word Work, chromebooks, and meeting with teacher.
- Have different groups by level and by skill. Start guided reading with groups.

#### Lunch/Recess followed by 10 minutes of Quiet Time

#### Math

- Topic 1- Understanding Addition and Subtraction
  - Lesson 6: Connecting Addition and Subtraction

#### Social Studies

- Communities
- **Ask, "What do you notice about our communities?"**

## Conflict Resolution Lesson

- One to One Strategy

Special

Dismissal

## Day 19 Schedule

### Wednesday, October 2nd

#### Morning Meeting

- **Greeting: Who do we appreciate? Have written on the board:**
  - 2, 4, 6, 8
  - Who do we appreciate?  
(name) (name) Yay (name)!
  - **Interactive modeling**
    - Keep going until everyone is greeted
- Sharing: You can start scheduled sharing or group sharing depending on how you want to do it.
- Sharing topic: **"What is a challenge you have faced so far in 2nd grade?"**
- Activity: \*Orange Race
- Message: Have a student read the morning message and students will echo it.

#### Language Arts

- "Henry and Mudge" Day 2

#### Brain Break- Energizer

#### First 20 Writer's Workshop Lessons- Day 11

- Organizing and using a writing folder

#### Daily 5:

- Review Word Work station
- **Interactive model with students how to do the station, use particular words, do the activity, and putting materials back.**
- Students will switch groups of Read to Self, Word Work, chromebooks, and meeting with teacher.

#### Lunch/Recess followed by 10 minutes of Quiet Time

#### Math

- Topic 1- Understanding Addition and Subtraction
  - Lesson 7: Problem Solving- Using Objects
- Math Stations

#### Social Studies



- Communities

### Conflict Resolution Lesson

- Managing Anger

### Special

Dismissal- Review dismissal routine

## Day 20 Schedule

### Thursday, October 3rd

#### Morning Meeting

- **Greeting: Who do we appreciate? Have written on the board:**
  - **2, 4, 6, 8**  
**Who do we appreciate?**  
**(name) (name) Yay (name)!**
  - **Interactive modeling for activity: \*What's My Job?**
    - Keep going until everyone is greeted
- Sharing: You can start scheduled sharing or group sharing depending on how you want to do it.
- Sharing topic: **"What is a challenge you have faced so far in 2nd grade?"**
- Activity: \*Orange Race
- Message: Have a student read the morning message and students will echo it.

#### Language Arts

- "Henry and Mudge" Day 3

#### Brain Break- Energizer

#### First 20 Writer's Workshop Lessons- Day 12

- Students need to focus in on one story idea and this includes adding only pertinent details to their pictures
- Retell your story and ask if you should add a picture of a rainbow to your story. Does it belong? No, only include details that make sense with your story.
- **Pick students to model adding relevant details to their pictures, make an anchor chart.**
  - Write: Our stories have to make sense

#### Daily 5:

- **Introduce a new Word Work activity**
- **Interactive model with students how to do the station, use particular words, do the activity, and putting materials back.**
- Students will switch groups of Read to Self, Word Work, chromebooks, and meeting with teacher.



Lunch/Recess

Quiet Time

Math

- Topic 1- Understanding Addition and Subtraction
  - Topic Review before test
- Math Stations

Social Studies

- Communities

Conflict Resolution Lesson

- Let's Get Real

Special

Dismissal- Review dismissal routine

## Day 21 Schedule

### Friday, October 4th

#### Morning Meeting

- Greeting & Share: The Weekend's Almost Here
- **Interactive modeling for activity: \*My Bonny**
- Message: Have a student read the morning message and students will echo it.

#### Language Arts

- "Henry and Mudge" Day 4

#### Brain Break- Energizer

#### First 20 Writer's Workshop Lessons- Day 13

#### Daily 5:

- **Introduce a new Word Work activity**
- **Interactive model with students how to do the station, use particular words, do the activity, and putting materials back.**
- Students will switch groups of Read to Self, Word Work, chromebooks, and meeting with teacher.

#### Lunch/Recess followed by 10 minutes of Quiet Time

#### Math

- Topic 1- Understanding Addition and Subtraction
  - Topic Review before test
- Math Stations

#### Special

#### Dismissal

## **WEEK 5 (day 22-25)**

- Week of Respect
- MAP testing
- Continue modeling expectations and following through
- Writing for Readers MP 1 Skeleton
- Finish Journeys story 1 and move to Journey's story 2
- Math
- Science and Social Studies

As we begin to dive deeper into our curriculum and follow our scope and sequence for the year please be mindful to touch on these following aspects during week 6:

- Remember to incorporate academic choice as much as possible
- Ask students who remembers what the letter “C” stands for in CARES. Challenge them each day.
- Continue to reinforce the message of a positive time out to regain self control. Perhaps brainstorming a list of ideas as a class for ways to settle down to help them self regulate
- Continue interactive modeling: using language “what did you notice about what \_\_\_ did,” give feedback to students
- Be mindful of teacher language:
  - Reinforcing- naming specific strengths and positive actions I noticed.....
  - Reminding-helping children remember expectations

Walk on the right side of the hallway

- Redirecting-giving clear instructions when children go off track  
“Macy, put the scissors down now.”
- Continue to model voice limits for each subject area.
- Math Centimeter Worksheet
- Allow students to come up with their own quiet signals or phrases and incorporate them
  - Once students are able to line up the “correct” way, say this phrase:  
“I officially declare this expectation has been set. From this moment on I expect each of you to unpack this way every time.”

