**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 up, putting chairs up)  
    Anchor Chart and Visuals
13. **Dismissal**
14. **Cool Down Corner/Redirection Policy**  
    Metaphor Development
15. **Voice Limit/Level**  
    Visual
16. **Fidgets**

**Week 0 - Day 1**

**Arrival**

1. Greet students at the door
2. Show each student to their seat
3. Show each student where they will keep their belongings
4. Show where to put lunches and water bottles
5. Interactive model unpacking procedures
6. Collect students’ supplies
7. Do Now: Bookmark

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Read aloud the story “I’m Trying to Love Math”
2. Students will do the Math Find a Friend **activity** and find a classmate to sign off on a fact that relates to them

**Special**

1. Discuss hallway rules/special expectations
2. Interactive model lining up

**Language Arts**

**MGT.U1: Working Together in the Classroom**

RML1- Listen carefully to each other

RML2- Use an appropriate voice level

RML3- Do your best work

RML4- Find ways to solve problems when the teacher is working with others

RML5- Take good care of classroom materials

**Writing**

1. Ask students “how did you feel before the first day of school?”
2. Read the story First Day Jitters aloud
3. Ask questions and make connections throughout story
4. Model and then students will complete First Day Jitters Activity independently

**Recess/Lunch**

1. Discuss lunch/recess expectations
2. Interactive model lining up

**Quiet Time**

1. Discuss quiet time expectations - refer to anchor chart - interactive model

**Daily 5**

**MGT.U1: Working Together in the Classroom**

* RML1- Listen carefully to each other
* RML2- Use an appropriate voice level
* RML3- Do your best work
* RML4- Find ways to solve problems when the teacher is working with others
* RML5- Take good care of classroom materials

**Social Studies**

1. Highlight the key parts of the classroom
2. Go on a school tour → Practice lining up/hallway
3. Discuss class rules - make a poster and have students sign
4. Closing Circle → Refer to morning meeting expectations
5. Answer the question “how do you feel after the first day of school?”

**Dismissal**

1. Discuss packing up expectations and routine
2. Interactive model dismissal procedures

**Week 0 - Day 2**

**Arrival**

1. Greet students at the door
2. Review where students will keep their belongings
3. Interactive model unpacking procedures
4. Students will complete Do Now independently

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Interactive model the Math About Me hallway project
2. Students will begin to complete worksheet with facts about them

**Special**

1. Discuss hallway rules/special expectations
2. Interactive model lining up

**Language Arts**

1. Read Aloud “Our Class is a Family”
2. Model how to complete activity
3. Students will work independently to answer “our class is a family because…”

**Writing**

1. Read aloud the story Little Engine That Could
2. Discuss how it relates to having hopes and dreams
3. Have students brainstorm ideas of their own hopes and dreams for 2nd grade

**Recess/Lunch**

1. Discuss lunch/recess expectations
2. Interactive model lining up

**Quiet Time**

1. Discuss quiet time expectations - refer to anchor chart
2. Interactive model the quiet time must-do/may-do’s

**Daily 5**

**MGT.U1: Working Together in the Classroom**

RML1- Listen carefully to each other

RML2- Use an appropriate voice level

RML3- Do your best work

RML4- Find ways to solve problems when the teacher is working with others

RML5- Take good care of classroom materials

**Social Studies**

1. Read Aloud the story *It’s Not Fair!*
2. Explore the differences between “fair” and “equal”
3. Do the band-aid activity → Ask students where they got hurt, put a bandaid 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.

**Dismissal**

1. Discuss packing up expectations and routine
2. Interactive model dismissal procedures

**Week 1 - Day 1**

**Arrival**

1. Greet students at the door
2. Interactive model unpacking procedures
3. Students will complete Do Now independently

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Interactive model the Math About Mehallway project
2. Students will continue to complete and color project

**Special**

1. Discuss hallway rules/special expectations
2. Interactive model lining up

**Language Arts**

1. Review Hopes & dreams
2. Model how to complete cloud activity
3. Students will independently complete their hopes and dream cloud

**Writing**

**Unit 1**: The Classroom Community-**Week 1/Day 1**: Getting Ideas & Writing Stories

**Recess/Lunch**

1. Discuss lunch/recess expectations
2. Interactive model lining up

**Quiet Time**

1. Discuss quiet time expectations - refer to anchor chart - interactive model

**Daily 5**

1. Letter From your Teacher Activity

**Social Studies**

**CARES- Cooperation**

1. Discuss the meaning of the word “**cooperation**”
2. Read the book “The Crayon Box That Talked” by Shane Derolf
3. Make an anchor chart of what **cooperation** looks, feels, and sounds like
4. Model CARES Activity: I can show **cooperation** by…

**Dismissal**

1. Discuss packing up expectations and routine
2. Interactive model dismissal procedures

**Week 1 - Day 2**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Interactive model Math About Me hallway project
2. Students who finish can play on ABCya math

**Special** - Review routines/expectations

**Language Arts**

1. Read aloud “Chrysanthemum”
2. Discuss how she feels at the beginning of the story, once she starts school, and at the end of the story.
3. 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
4. Complete the wilt/bloom worksheet
5. Create an anchor chart for “You Break It, You Fix It” to outline logical consequences.

**Writing**

**Unit 1**: The Classroom Community-

**Week 1/Day 2**: Writing Stories

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

MGT.U2 - Using the classroom library for Independent reading

* RML5-Choose books that are just right for you
* RML6- Choose books that you want to read
* RML7- Read a book and write your thoughts about the reading
* RML8-After a good try, you may have a reason to abandon a book

**Social Studies**

**CARES-Assertion**

1. Discuss the meaning of the word “**assertion**”
2. Read the book “Stand Tall Molly Lou Melon” by Kevin Hankes
3. Make an anchor chart of what **assertion**  looks, feels, and sounds like
4. Model CARES Activity: I can show **assertion** by…

**Dismissal** - Review routines/expectations

**Week 1 - Day 3**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Review expectations of math centers
2. Interactive Model Math by Myself

**Special** - Review routines/expectations

**Language Arts**

1. MGT.U2 - Using the classroom library for Independent reading
2. Review slides and allow students time to choose just right books for them to read independently

**Writing**

1. **Unit 1:** The Classroom Community- **Week 1/Day 3**: Getting Ideas & Writing Stories
2. **Read Bigmama’s**

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will practice choosing and reading just right books independently

**Social Studies**

**CARES-Responsibility**

1. Discuss the meaning of the word “**responsibility**”
2. Read the book “What If Everyone Did That?” by Ellen Javernick
3. Make an anchor chart of what **responsibility**  looks, feels, and sounds like
4. Model CARES Activity: I can show **responsibility**  by…

**Dismissal** - Review routines/expectations

**Week 1 - Day 4**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Review expectations of math centers
2. Interactive Model game with a buddy center

**Special** - Review routines/expectations

**Language Arts**

1. Read aloud “The Old Woman Who Named Things”
2. Use the IRA card to drive instruction
3. LA.U1: Thinking and talking about books

RML1- The title, author, and illustrator are on the front cover and title page of the book

**Writing**

**Unit 1**: The Classroom Community

**Week 1/Day 4**: Sharing as a Community

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. MGT.U3 - Engaging in Classroom Literacy Work

RML1- Read books independently

1. Students will practice the Daily 5 center independently

**Social Studies**

**CARES Empathy**

1. Discuss the meaning of the word “**empathy**”
2. Read the book “Crazy Hair Day” by Barney Saltzberg (bookflix)
3. Make an anchor chart of what **empathy**  looks, feels, and sounds like
4. Model CARES Activity: I can show **empathy** by…

**Dismissal** - Review routines/expectations

**Week 1 - Day 5**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Review expectations of math centers
2. Interactive Model Math with technology
3. Log in to Math Apps

**Special** - Review routines/expectations

**Language Arts**

1. Read aloud “A Weekend With Wendell”
2. Use the IRA card to drive instruction
3. LA.U1: Thinking and talking about books

RML2- Think about the books you read and share your thinking with others

**Writing**

Catch Up Day

[BTSN Letter](https://docs.google.com/presentation/d/1OkShutRdDDnw977n02Zuf_p3guIUnm82FOqQtSsGYsk/edit?usp=drive_link)

[Parent Quiz](https://docs.google.com/presentation/d/1spE-5_vZJsXR5O1imK68slc0oNZBz4CSlskHWfQOhOo/edit?usp=drive_link)

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. MGT.U3 - Engaging in Classroom Literacy Work
2. RML2- Listen to books in the listening center
3. Students will practice the Daily 5 center independently

**Social Studies**

**CARES-Self Control**

1. Discuss the meaning of the word “**self-control**”
2. Read the book “My Mouth is a Volcano” by Julie Cook
3. Make an anchor chart of what **self-control**  looks, feels, and sounds like
4. Model CARES Activity: I can show **self-control** by…

**Dismissal** - Review routines/expectations

**Week 2 - Day 1**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Introduce Topic1-1 Addition Fact Strategies
2. Listen to Visual Learning video as whole group
3. Complete guided practice practice pages
4. Independent practice pages

**Special** - Review routines/expectations

**Language Arts**

1. Read aloud “This is Our House”
2. Use the IRA card to drive instruction
3. Discuss text-to-self connections
4. LA.U1: Thinking and talking about books

RML2- think about the books you read and share your thinking with others

RML3- Turn and talk to share your thinking

**Writing**

**Unit 1**: The Classroom Community

**Week 2/Day 1**: Getting Ideas for Writing

Discuss Bigmama’s

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. MGT.U3 - Engaging in Classroom Literacy Work
2. RML3- Work on words in the word work center
3. Students will practice the Daily 5 center independently

**Social Studies**

1. Conflict Resolution Lesson

**Dismissal** - Review routines/expectations

**Week 2 - Day 2**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Watch Doubles video
2. Introduce Topic1-2 Doubles and Near Doubles
3. Listen to Visual Learning video as whole group
4. Complete guided practice practice pages
5. Independent practice pages

**Special** - Review routines/expectations

**Language Arts**

1. Read aloud “Horace and Morris but Mostly Dolores”
2. Use the IRA card to drive instruction
3. Have students “turn and talk” throughout read aloud
4. LA.U1: Thinking and talking about books

RML2- think about the books you read and share your thinking with others

RML3- Turn and talk to share your thinking

**Writing**

**Unit 1**: The Classroom Community

**Week 2/Day 2**: Writing Stories

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. MGT.U3 - Engaging in Classroom Literacy Work
2. RML4- Write and draw in the writing center
3. RML5- Complete your reading and writing work everyday
4. Students will practice the Daily 5 center independently

**Social Studies**

1. Teacher will model Constitution Day activity and students will complete independently

**Dismissal** - Review routines/expectations

**Week 2 - Day 3**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Introduce Topic1-3 Make a Ten
2. Listen to Visual Learning video as whole group
3. Complete guided practice practice pages
4. Independent practice pages

**Special** - Review routines/expectations

**Language Arts**

1. Read aloud “Pecan Pie Baby”
2. Use the IRA card to drive instruction
3. Discuss the problem and solution of the story.
4. LA U22: Understanding Plot

RML1- Stories have a problem that get solved

RML2- The high point of a story is the exciting part

RML3- Stories have a beginning, a series of events, a high point, and an ending

**Writing**

**Unit 1**: The Classroom Community

**Week 2/Day 3**: Getting Ideas for Writing

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will choose to complete Daily 5 centers: Read to Self, Listen to Reading, Word Work, and Work on Writing.

**Social Studies**

1. Conflict Resolution Lesson- What is your style about conflict?

**Dismissal** - Review routines/expectations

**Week 2 - Day 4**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Introduce Topic1-4 Addition Fact Patterns
2. Listen to Visual Learning video as whole group
3. Complete guided practice practice pages
4. Independent practice pages

**Special** - Review routines/expectations

**Language Arts**

1. Read aloud “Super-Completely and Totally the Messiest”
2. Use the IRA card to drive instruction
3. Discuss the high point of the story.
4. LA U22: Understanding Plot

RML1- Stories have a problem that get solved

RML2- The high point of a story is the exciting part

RML3- Stories have a beginning, a series of events, a high point, and an ending

**Writing**

1. **Unit 1**: The Classroom Community
2. **Week 2/Day 4**: Writing Stories & Sharing in Pairs

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will choose to complete Daily 5 centers: Read to Self, Listen to Reading, Word Work, and Work on Writing.

**Social Studies -** Double Special Day

**Dismissal** - Review routines/expectations

**Week 2 - Day 5**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Introduce Topic 1-5 Count On and Back to Subtract
2. Listen to Visual Learning video as whole group
3. Complete guided practice practice pages
4. Independent practice pages

**Special** - Review routines/expectations

**Language Arts**

1. Read aloud “Big Red Lollipop”
2. Use the IRA card to drive instruction
3. Discuss the beginning, events, high point, and solution
4. LA U22: Understanding Plot

RML1- Stories have a problem that get solved

RML2- The high point of a story is the exciting part

RML3- Stories have a beginning, a series of events, a high point, and an ending

**Writing**

Catch Up Day

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will choose to complete Daily 5 centers: Read to Self, Listen to Reading, Word Work, and Work on Writing.

**Social Studies**

1. Discuss types of Communities

**Dismissal** - Review routines/expectations

**Week 3 - Day 1**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Introduce Topic 1-6 Think Addition to Subtract
2. Listen to Visual Learning video as whole group
3. Complete guided practice practice pages
4. Independent practice pages

**Special** - Review routines/expectations

**Language Arts**

1. Read aloud “Two Mrs. Gibsons”
2. Use the IRA card to drive instruction
3. Discuss events, high point, problem & solution
4. LA U22: Understanding Plot

RML1- Stories have a problem that get solved

RML2- The high point of a story is the exciting part

RML3- Stories have a beginning, a series of events, a high point, and an ending

**Writing**

**Unit 1**: The Classroom Community

**Week 3/Day 1**: Getting Ideas For Writing

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will choose to complete Daily 5 centers: Read to Self, Listen to Reading, Word Work, and Work on Writing.

**Social Studies**

1. Discuss types of Communities

**Dismissal** - Review routines/expectations

**Week 3 - Day 2**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Introduce Topic 1-7 Make a 10 to Subtract
2. Listen to Visual Learning video as whole group
3. Complete guided practice practice pages
4. Independent practice pages

**Special** - Review routines/expectations

**Language Arts**

1. Review phonics skills

**Writing**

**Unit 1**: The Classroom Community

**Week 3/Day 2**: Writing Stories

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will choose to complete Daily 5 centers: Read to Self, Listen to Reading, Word Work, and Work on Writing.

**Social Studies**

1. Discuss types of Communities

**Dismissal** - Review routines/expectations

**Week 3 - Day 3**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Introduce Topic 1-8 Practice Addition and Subtraction Facts
2. Listen to Visual Learning video as whole group
3. Complete guided practice practice pages
4. Independent practice pages

**Special** - Review routines/expectations

**Language Arts**

1. Review phonics skills

**Writing**

**Unit 1**: The Classroom Community

**Week 3/Day 3**: Adding Sensory Details

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will choose to complete Daily 5 centers: Read to Self, Listen to Reading, Word Work, and Work on Writing.

**Social Studies**

1. Discuss types of Communities

**Dismissal** - Review routines/expectations

**Week 3 - Day 4**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Introduce Topic 1-9 Solve Word Problems
2. Listen to Visual Learning video as whole group
3. Complete guided practice practice pages
4. Independent practice pages

**Special** - Review routines/expectations

**Language Arts**

1. Review phonics skills

**Writing**

**Unit 1**: The Classroom Community

**Week 3/Day 4**: Sharing as a Community

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will choose to complete Daily 5 centers: Read to Self, Listen to Reading, Word Work, and Work on Writing.

**Social Studies**

1. Discuss states of matter

**Dismissal** - Review routines/expectations

**Week 3 - Day 5**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Introduce Topic 1-10 Problem Solving
2. Listen to Visual Learning video as whole group
3. Complete guided practice practice pages
4. Independent practice pages

**Special** - Review routines/expectations

**Language Arts**

1. Review phonics skills

**Writing**

Catch Up Day

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will choose to complete Daily 5 centers: Read to Self, Listen to Reading, Word Work, and Work on Writing.

**Social Studies**

1. Discuss states of matter

**Dismissal** - Review routines/expectations

**Week 4 - Day 1**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Introduce Topic Topic 1 Test Review
2. Review addition and subtraction strategies
3. Students will independently complete Topic 1 Reteachingpages in textbook

**Special** - Review routines/expectations

**Language Arts**

1. Review phonics skills

**Writing**

**Unit 1**: The Classroom Community

**Week 4/Day 1**: Getting Ideas For Writing

**Read** Evelyn Del Rey is Moving Away

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will choose to complete Daily 5 centers: Read to Self, Listen to Reading, Word Work, and Work on Writing.

**Social Studies**

1. Discuss states of matter

**Dismissal** - Review routines/expectations

**Week 4 - Day 2**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Review addition and subtraction strategies
2. Students will independently complete Topic 1 Test

**Special** - Review routines/expectations

**Language Arts**

1. Review phonics skills

**Writing**

**Unit 1**: The Classroom Community

**Week 4/Day 2**: Writing Stories

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will choose to complete Daily 5 centers: Read to Self, Listen to Reading, Word Work, and Work on Writing.

**Social Studies**

1. Discuss states of matter

**Dismissal** - Review routines/expectations

**Week 4 - Day 3**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Students will take Math MAP assessment

**Special** - Review routines/expectations

**Language Arts**

1. Review phonics skills

**Writing**

**Unit 1**: The Classroom Community

**Week 4/Day 3**: Adding Sensory Details

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will choose to complete Daily 5 centers: Read to Self, Listen to Reading, Word Work, and Work on Writing.

**Social Studies**

1. Discuss states of matter

**Dismissal** - Review routines/expectations

**Week 4 - Day 4**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Students will take Math MAP assessment

**Special** - Review routines/expectations

**Language Arts**

1. Review phonics skills

**Writing**

**Unit 1**: The Classroom Community

**Week 4/Day 4**: Sharing as a Community

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will choose to complete Daily 5 centers: Read to Self, Listen to Reading, Word Work, and Work on Writing.

**Social Studies**

1. Discuss states of matter

**Dismissal** - Review routines/expectations

**Week 4 - Day 5**

**Arrival**

1. Greet students at the door
2. Review/practice morning and unpacking routines

**Morning Meeting**

1. Discuss 2nd grade expectations of morning meeting
2. Have students interactive model how to walk to the rug
3. Have students greet one another, answer the share question, and read morning message

**Math**

1. Students will take Math MAP assessment

**Special** - Review routines/expectations

**Language Arts**

1. Review phonics skills

**Writing**

**Unit 1**: The Classroom Community

**Week 4/Day 5**: Writing Complete Sentences

**Recess/Lunch** - Review routines/expectations

**Quiet Time** - Review routines/expectations

**Daily 5**

1. Teacher will meet with students to do running record assessments
2. Students will choose to complete Daily 5 centers: Read to Self, Listen to Reading, Word Work, and Work on Writing.

**Social Studies**

1. Discuss states of matter

**Dismissal** - Review routines/expectations