**Ms. Knape’s Schedule** 

**Week of: January 20-23, 2015**

**Vocabulary:**

**Reading: , story structure, summarize, introduces, concludes, main idea, detail, sequence**

**Writing: personal narrative, verb, adjective, homophone, details, handwriting, rubric, real, informational, paragraph,**

**Math: coins, money, decimal point, penny, nickel, dime, quarter, cent, fact families, graph, measure, inch, key,**

**Social Studies/Science:, lake, river, pond, ocean, water source, water uses, city, state, country, continent, map**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **7:55 – 8:15**Breakfast | **BREAKFAST** | **BREAKFAST** | **BREAKFAST** | **BREAKFAST** | **BREAKFAST** |
| **8:20 – 9:00**SPECIAL | **Art**  | \*\*TIME TEST all fact families (50 problems)  | **Gym/Health**  | **Science**  | **Music**  |
| **9:05 – 9:45**CENTERS |  |  My Group: -sight word review game -reading level E book, retell with temporal words  | My Group:-two syllable words -blending board magic e, vowel team- r controlled flash cards-F book with comp. ?’s  | Centers-Sight word review game-blending board magic-e vowel says its name-White board practice magic-e and CVC together |  My Group:-sight word flash card -blending board vowel team - r controlled flash cards-F book with comp. ?’s |
| **9:50 – 10:15**RecessSnackPlanner | http://t1.gstatic.com/images?q=tbn:ANd9GcRnMbK4jMcEYyFEZa9Ho7VOUPWKVo6mKgWd-YekXBE46GtOP4JZ | **Science**  | http://t1.gstatic.com/images?q=tbn:ANd9GcRnMbK4jMcEYyFEZa9Ho7VOUPWKVo6mKgWd-YekXBE46GtOP4JZ | **LIBRARY**http://t1.gstatic.com/images?q=tbn:ANd9GcRnMbK4jMcEYyFEZa9Ho7VOUPWKVo6mKgWd-YekXBE46GtOP4JZ | http://t1.gstatic.com/images?q=tbn:ANd9GcRnMbK4jMcEYyFEZa9Ho7VOUPWKVo6mKgWd-YekXBE46GtOP4JZ |

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| **10:15 – 11:10**Math/Centers |  | http://t1.gstatic.com/images?q=tbn:ANd9GcRnMbK4jMcEYyFEZa9Ho7VOUPWKVo6mKgWd-YekXBE46GtOP4JZ**MANY** **Essential Question:** How can I answer graphing questions? **Mini Lesson:** SW attempt to answer graphing questions with adding and subtracting making sure they look at the key. TW go over answers together and solve each one. **DI:** level of problems, some in small group with teacher, interventionist  | **MANY** **Essential Question:** How can I manipulate shapes to make other shapes?**Mini Lesson:** SW complete scantron practice packet with prepositions and geometric shapes and manipulation. SW review even/odd numbers and adding and subtracting  | **2.MD.8** **START WITH STORY PROBLEM, IDENTIFY KEY WORDS TO TELL CORRECT OPERATION****Essential Question:** How can I add coin amounts together? **Mini Lesson:** SW count coins and add them together with a white board **DI:** only pennies, dimes, nickels, values in front of them **Centers: \*Students will complete “On Your Own” word and then work on center activity**OYO: counting coins -measurement dinosaurs -Tablet math facts- Shapes and graphing and questions - Place Value 3 pair match with expanded form- Addition war\*Garcia – counting coins (francisco, emmanuel, vianka) \*Knape (vladimir, emmanuel) | **2.MD.8 , 2.MD.9****\*Math Timed Test of 3s****START WITH STORY PROBLEM, IDENTIFY KEY WORDS TO TELL CORRECT OPERATION****Essential Question:** How can I solve problems on scantron? How can I measure not starting at 0 **Mini Lesson:** TW introduce scantron pack **DI:** rulers out **Centers: \*Students will complete “On Your Own” word and then work on center activity**OYO: scantron pack -measurement dinosaurs -Tablet math facts- Shapes and graphing and questions - Place Value 3 pair match with expanded form- Addition war\*GO OVER ANSWERS TOGETHER\*Garcia – counting coins (francisco, emmanuel, vianka) \*Knape (vladimir, emmanuel) |
| **11:15-12:15**GrammarWriting |  | **L.2.1.2****GRAMMAR:** **Essential Question:** What is an adjective? **Activity:**SW create an achor chart with adjectives**W.2.3, W.2.5****WRITING:****Essential Question:** How can I write about a time I helped someone? How can I grade my own personal narrative?  **Activity:**SW finish a personal narrative about a time they helped someone or someone helped them. SW have choice to use graphic organizer. SW grade their own PN with grade level rubric.**Assessment:** turned in “Helping Others” with rubric **DI:** different writing paper, book form, 3 lined paper,  | **L.2.1.2****GRAMMAR:** **Essential Question:** Can I find an adjective in a sentence? **Activity:** SW circle adjectives in a sentence **W.2.3,** **WRITING:****Essential Question:** What in an informational paragraph?  **Activity:**TW read a story about elephants. SW copy teacher’s graphic organizer and paragraph **Assessment:** complete paragraph with illustration **DI:** three lined paper if needed, less details, questions posted  | **L.2.1.2****GRAMMAR:** **Essential Question:** Can I find an adjective in a sentence? **Activity:** SW circle adjectives in a sentence **W.2.3, W.2.5****WRITING:****Essential Question:** How can I write an informational paragraph?  **Activity:**TW read a story about tornadoes. SW write three details they remember on their graphic organizer. SW complete their five finger paragraph **Assessment:** turn in paragraph of tornadoes **DI:** different writing paper, book form, 3 lined paper, give three details to some students, VO can draw pictures  | **L.2.1.2****GRAMMAR:** **Essential Question:** Can I insert an adjective? **Activity:** SW put adjectives in sentences to make them more interesting/ contain more detail. **W.2.3****WRITING:****Essential Question:** How can I write a fiction narrative? How can I stay on topic with my stickers? **Activity:** SW pick two stickers. SW use two stickers and create a background. SW write a long narrative based on that one picture going with the stickers to practice fictional narrative. Students use adjectives in their story and underline the adjectives. **Assessment**: observation conferencing, underlined adjectives  |
| **12:15 – 1:00**RecessLunch | **http://school.discoveryeducation.com/clipart/images/lunch-color.gifRoyalty Free RF Clipart Illustration Of A Happy Black Boy Playing On A Slide by bnpdesignstudioRecess/Lunch** | **http://school.discoveryeducation.com/clipart/images/lunch-color.gifRoyalty Free RF Clipart Illustration Of A Happy Black Boy Playing On A Slide by bnpdesignstudio Recess/Lunch** | **http://school.discoveryeducation.com/clipart/images/lunch-color.gifRoyalty Free RF Clipart Illustration Of A Happy Black Boy Playing On A Slide by bnpdesignstudio Recess/Lunch** | **http://school.discoveryeducation.com/clipart/images/lunch-color.gifRoyalty Free RF Clipart Illustration Of A Happy Black Boy Playing On A Slide by bnpdesignstudio Recess/Lunch** | **http://school.discoveryeducation.com/clipart/images/lunch-color.gifRoyalty Free RF Clipart Illustration Of A Happy Black Boy Playing On A Slide by bnpdesignstudio Recess/Lunch** |
| **1:00-2:30**PHONICS READING SCIENCE& SOCIAL STUDIES |  |  **RF.2.3b, RF.2.3c,** **PHONICS:** **Essential Question:** What is a homophone? **Activity:** 3PD, SW watch brainpop about homophones. SW learn WBT signals for homophones, SW create a list of homophones **DI:** WBT, pictures **SL.2.2, SL.2.4 RL.2.5****READING:** **Essential Question:**How can I retell a story with props? **Activity:**TW introduce vocabulary and definition with cards, pictures and motions SW listen to Jan Brett’s “The Mitten” SW color and cut animals and the mitten. TW read story again and students will act out each part of the mitten **Assessment:** observation and particpiation, retell with actions and props **DI:** visual aid, teacher’s retell speed, students telling what happens next before teacher reads (remembering from first time)  | **RF.2.3b, RF.2.3c,** **PHONICS:** **Essential Question:** What are examples of homophones? **Activity:** 3PD, SW review WBT signals for homophones, TW show examples of homophones on sentence strips, SW each get a pair of homophones and make sentences on strips **DI:** pictures, helping with sentences, JF and VO with Barill, front and back row on carpet by levels (different words)**SL.2.4, RI.2.8. RL.2.5****READING:** **Essential Question:** How can I use main idea to summarize events in a story? **Activity:** SW use character props from yesterday and retell the story with a partner (each will take turns being the “author” and “illustrator” with retelling and moving props), SW summarize the story from beginning to end SW play pryamid with vocabulary words with partner **DI:** props, teacher given partners, summary will be hand written, numbered or circle pictures/words  | **RF.2.3b, RF.2.3c****PHONICS:** **Essential Question:** How can I read prefixes with open syllables? **Activity:** SW write open syllable words on a whiteboard . SW complete worksheet for creating the correct homophone in sentences **DI:** JF and VO with Barill, front and back row on carpet by levels (different words)**SL.2.4 RI.2.5,** **READING:** **Essential Question:** How can I find text features in a text? **Activity:** SW read long passages for scantron testing and answer questions **DI:** amount of sentences, pictures **Assessment:**Observation, sticky note**SCIENCE/S.S:**SW create city, state, country, continent, world circles to show what is bigger and smaller and where we live **Assessment:**Finished circles together with brads  | **RF.2.3b, RF.2.3c,** **PHONICS:** **Essential Question:** How can I chunk two and three syllable words? What is the definition of a homophone? **Activity:** 3PD, SW fill out worksheet with correct homophone, SW use white boards to practice syllabication of words with magic-e, vowel teams, open prefixes, suffixes and blends **DI:** JF and VO with Barill, front and back row on carpet by levels (different words)**SL.2.2, SL.2.4, RI.2.5****READING:** **Essential Question:** How can I take a scantron test? **Activity:** SW read short passages of nonfiction to practice for scantron and solve. TW review answers with students. **SCIENCE/S.S:** TW read “Earth’s Water” to students and discuss the types of water on Earth’s surface and why and how we use it. **Assessment:**Conversation, answering questions  |
| **2:20 – 2:40****Calendar &**Shake Break | **SHAKE BREAK****CALENDAR**http://stratford.central.k12.ca.us/UserFiles/Servers/Server_4551290/Image/ClipArt/kids_dance.jpg | **SHAKE BREAK****CALENDAR**http://stratford.central.k12.ca.us/UserFiles/Servers/Server_4551290/Image/ClipArt/kids_dance.jpg | **SHAKE BREAK****CALENDAR**http://stratford.central.k12.ca.us/UserFiles/Servers/Server_4551290/Image/ClipArt/kids_dance.jpg | **SHAKE BREAK****CALENDAR**http://stratford.central.k12.ca.us/UserFiles/Servers/Server_4551290/Image/ClipArt/kids_dance.jpg | **SHAKE BREAK****CALENDAR**http://stratford.central.k12.ca.us/UserFiles/Servers/Server_4551290/Image/ClipArt/kids_dance.jpg |
| **2:40-3:10**Daily 5 |   | **RF.2.4a****RF.2.4b****Essential Questions:** How can I read sight words? What strategies can I use to make sure I read all of the words? (accuracy)**Guided Reading –** **DIBELS!!****Round 1 and 2:**  3 small individuals, BP, VO, EA**Others:** Read to SelfRead to SomeoneListenWritingWord WorkComputers**DI:** Interventionist will work with tier 3 students, 3 lined paper, numerous types of writing templates, teacher works with leveled groups, razkids leveled | **RF.2.4a****RF.2.4b****Essential Questions:** How can I read sight words? What strategies can I use to make sure I read all of the words? (accuracy**Guided Reading –** **DIBELS!!****!** **Round 1 and 2:**  group 1 FG, VI, EM (read level G book) and practice sight words level three group 2, VN and SV (read level E book and sight words level two) **Others:** Read to SelfRead to SomeoneListenWritingWord WorkComputers**DI:** Interventionist will work with tier 3 students, 3 lined paper, numerous types of writing templates, teacher works with leveled groups, razkids leveled | **RF.2.4a****RF.2.4b****Essential Questions:** How can I read sight words? What strategies can I use to make sure I read all of the words? (accuracy)**Guided Reading –** **DIBELS!!****Round 1 and 2:**  Group 1: JR, MC, CA, BJ (level H book) Group 2: EA (7 min) VO (7 MIN) sight words/ CVC and level A/B book. **Others:** Read to SelfRead to SomeoneListenWritingWord WorkComputers**DI:** Interventionist will work with tier 3 students, 3 lined paper, numerous types of writing templates, teacher works with leveled groups, razkids leveled | **RF.2.4a****RF.2.4b****Essential Questions:** How can I read sight words? What strategies can I use to make sure I read all of the words? (accuracy)**Guided Reading –** **DIBELS!!****Round 1 and 2:**  Group 1 VC, MC, AR, RR (Level J book) Group 2: JN, JM, RP (level J book) **Others:** Read to SelfRead to SomeoneListenWritingWord WorkComputers**DI:** Interventionist will work with tier 3 students, 3 lined paper, numerous types of writing templates, teacher works with leveled groups, razkids leveled |