

Monday 08/18/2025	Tuesday 08/19/2025	Wednesday 08/20/2025	Thursday 08/21/2025	Friday 08/22/2025
<p>Morning meeting</p> <p><b>Attendance/lunch count/calendar</b></p> <p><b>ELA</b></p> <p><b>Read "The Night Before 2nd grade" and 2nd grade slides</b></p> <p><b>Lesson / Instruction</b></p> <p><b>Music</b></p> <p><b>No Music- organize desk space/make sure everyone has everything</b></p> <p><b>ELA</b></p> <p><b>2nd grade slideshow</b></p> <p><b>Recess</b></p> <p><b>Math</b></p> <p><b>Read A Letter to My Teacher and Activity</b></p> <p><b>Lesson / Instruction</b></p> <p>Read story together and then write a letter to their teacher.</p> <p><b>Lunch</b></p> <p><b>Recess</b></p> <p><b>Tier II/III Math</b></p> <p><b>Read "Our Class is a Family" and Classroom Community Paper</b></p> <p><b>RTI</b></p> <p><b>Finish Slideshow/ work on getting onto computers</b></p> <p><b>Recess</b></p> <p><b>Science</b></p> <p><b>Find a book in the library to read- get</b></p>	<p>Morning meeting</p> <p><b>Music</b></p> <p><b>ELA</b></p> <p><b>FastBridge Testing</b></p> <p><b>Lesson / Instruction</b></p> <p>When students finish their reading test, they will have the following options: Read quietly at their spot. Free write/draw Computers- Boddle, prodigy</p> <p>While students are testing I will pull up students to do Core Phonics Screener and fluency reading.</p> <p><b>ELA</b></p> <p><b>FastBridge Testing</b></p> <p><b>Lesson / Instruction</b></p> <p>When students finish their reading test, they will have the following options: Read quietly at their spot. Free write/draw Computers- Boddle, prodigy</p> <p>While students are testing I will pull up students to do Core Phonics Screener and fluency reading.</p> <p><b>ELA</b></p> <p><b>FastBridge Testing</b></p> <p><b>Lesson / Instruction</b></p> <p>When students finish their reading test, they will have the following options: Read quietly at their spot. Free write/draw Computers- Boddle, prodigy</p> <p>While students are testing I will pull up students to do Core Phonics Screener and fluency reading.</p> <p><b>Recess</b></p> <p><b>Math</b></p> <p><b>Math Fact Review</b></p> <p><b>Lesson / Instruction</b></p> <p>Will do a review on addition and subtraction math flashcards.</p> <p>Also during this time,</p>	<p>Morning meeting</p> <p><b>ELA</b></p> <p><b>Unit 1 Getting Started Day 1</b></p> <p><b>Standards</b></p> <p>2.SL.1.a</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>- Review the features of the Sound/Spelling Cards</li> <li>- Write the letters of the alphabet</li> </ul> <p><b>Lesson / Instruction</b></p> <p>Teacher's Manuel Pages GS6-GS8</p> <p>Review Phonemic Awareness Phonics and Decoding: Introduce sound and spelling cards- the purpose, the design, the location</p> <p>Review and discuss High-Frequency Words- around, away, before, come, here, where, would</p> <p>Dictation and Spelling- write letters and words on paper, check and make changes in letters.</p> <p><b>Differentiation / Accommodations</b></p> <p>Intervention: Have students refer to sound and spelling cards. Walk around checking student work and help make changes as needed. Additional lessons are available in the resource library online if students are still needing extra</p>	<p>Morning meeting</p> <p><b>ELA</b></p> <p><b>Unit 1 Getting Started Day 2</b></p> <p><b>Standards</b></p> <p>2.RL.1, 2.L.2.e, 2.RF.4.a, 2.RF.4.b, 2.RF.4.c, 2.RF.3.f</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>- review /a/ spelled a; /d/ spelled d; /h/ spelled h_; /m/ spelled m; /n/ spelled n; /s/ spelled s; ss; and /t/ spelled t, tt.</li> <li>- learn new high-frequency words</li> <li>- build oral language skills</li> </ul> <p><b>Lesson / Instruction</b></p> <p>Teacher's Manuel Pages GS18-GS21</p> <p>Phonemic Awareness, Phonics, Decoding, Blending</p> <p>- Phonemic Awareness- using words given to segment and blend each sound.</p> <p>Review sound and spelling cards- review that there is a sound(s) and letter for each card.</p> <p>Sound by Sound blending with words- Routine 1</p> <p>Dictation and spelling- using routine 6 have students spell different words given to them- make changes at the end, -High Frequency words- give, may, these, routine 1A</p> <p>About the Words and Sentences: Routine 3</p>	<p>Morning meeting</p> <p><b>ELA</b></p> <p><b>Unit 1 Getting Started Day 2</b></p> <p><b>Standards</b></p> <p>2.RL.1, 2.L.2.e, 2.RF.4.a, 2.RF.4.b, 2.RF.4.c, 2.RF.3.f</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>- review /a/ spelled a; /d/ spelled d; /h/ spelled h_; /m/ spelled m; /n/ spelled n; /s/ spelled s; ss; and /t/ spelled t, tt.</li> <li>- learn new high-frequency words</li> <li>- build oral language skills</li> </ul> <p><b>Lesson / Instruction</b></p> <p>Teacher's Manuel Pages GS18-GS21</p> <p>Phonemic Awareness, Phonics, Decoding, Blending</p> <p>- Phonemic Awareness- using words given to segment and blend each sound.</p> <p>Review sound and spelling cards- review that there is a sound(s) and letter for each card.</p> <p>Sound by Sound blending with words- Routine 1</p> <p>Dictation and spelling- using routine 6 have students spell different words given to them- make changes at the end, -High Frequency words- give, may, these, routine 1A</p> <p>About the Words and Sentences: Routine 3</p>

<p><b>binders put together</b></p>	<p>we will do a timed test to test fluency/speed for students in their math facts.</p>	<p>support. We can also focus on challenge letters during blue band instruction.</p>	<p>Fluency: Reading a Decodable Story Sand, Tan Hats, and a Mat</p>
<p>ELA/Workshop time <b>7UP Sentences- m and ms</b></p>	<p>Lunch Recess <b>Duty</b></p>	<p>Enrichment: Challenge students not to use sound and spelling cards to assist them. Continue monitoring until small groups start being pulled. Challenge students to start focusing on full words, instead of just letters.</p>	<p>Follow and do activities listed in the manual and following the ePresentation.</p>
<p>Guidance <b>Library</b></p>	<p><b>Tier II/III Math</b> <b>Fast Bridge Testing</b> <b>Lesson / Instruction</b> When students finish their reading test, they will have the following options: Read quietly at their spot. Free write/draw Computers- Boddle, prodigy  While students are testing I will pull up students to do Core Phonics Screener and fluency reading.</p>	<p><b>ELA</b> <b>Unit 1 Getting Started Day 1</b> <b>Standards</b> 2.SL.1.b, 2.SL.1.a, 2.RL.2, 2.SL.1.c  <b>Objectives:</b> - Learn and practice listening and discussion rules. - Recount key details from the Read Aloud selection.</p>	<p>Intervention: During small group time, reading sound/spelling card stories to review phonics elements will be helpful. Verifying that students are reading each sound/spelling correctly can be done by having them read those during small group time. Allow students to answer as whole-group and individual responses to gauge who can blend well and who is letting peers lead responses. Encourage proofreading.</p>
<p><b>RTI</b> <b>FastBridge Testing</b> <b>Lesson / Instruction</b> When students finish their reading test, they will have the following options: Read quietly at their spot. Free write/draw Computers- Boddle, prodigy  While students are testing I will pull up students to do Core Phonics Screener and fluency reading.</p>	<p><b>Lesson / Instruction</b> Teacher's Manuel Pages GS9-GS15  Building Background  Review comprehension skills- predicting, asking and answering questions, visualizing, summarizing, making connections, clarifying</p>	<p>Set purposes- go over rules of our reading of stories.</p>	<p>Enrichment: Continue monitoring students until RTI groups have been formed. Challenge students to work on their fluency while reading and pay attention to what they can still work on getting better at.</p>
<p>Recess <b>RTI Tier III</b> <b>Book Tasting Start</b> <b>Lesson / Instruction</b> 6 baskets of books- 3 books in each</p>	<p>Review essential question.</p>	<p><b>ELA</b> <b>Unit 1 Getting Started Day 2</b> <b>Objectives:</b> - Practice browsing and setting purposes for reading - Read grade-level text with purpose and understanding</p>	

<p>baskets for kids popcorn startburst capri sun fruit snacks</p> <p>Students will rotate through different stations getting to "taste" different books and filling out their packet rating the books they tried. They will then receive the food/drink item at that station after completing their sheet.</p>	<p>Read aloud and review vocabulary words.</p> <p>Review the fluency skills of expression and appropriate rate. Read the story "Little Red Riding Hood". Discuss rules on how we listen to other students.</p> <p>Discuss the story using the different elements of the story. Teach kids to ask follow up questions. Revisit essential question.</p>	<p>- learn about the comprehension strategy Summarizing.</p> <p><b>Lesson / Instruction</b> Teacher's Manual Pages GS22-GS27</p> <p>Build background knowledge about story.</p> <p>Review genre. Review comprehension skills-predicting, asking and answering questions, visualizing, summarizing, making connections, clarifying.</p>
<p><b>ELA/Workshop time</b></p> <p><b>Book Tasting</b></p> <p><b>Lesson / Instruction</b> 16 baskets of books-3 books in each</p> <p>baskets for kids popcorn startburst capri sun fruit snacks</p> <p>Students will rotate through different stations getting to "taste" different books and filling out their packet rating the books they tried. They will then receive the food/drink item at that station after completing their sheet.</p>	<p>Follow and do activities listed in the manual and following the ePresentation.</p> <p><b>Differentiation / Accommodations</b> Intervention: Discuss the vocabulary of the excerpt before reading. Demonstrate fluency for the students. Eventually small groups will begin getting pulled to reach intervention, so monitoring which students will need what kind of intervention during the beginning stages will be helpful.</p> <p>Enrichment: Students can read other retellings of "Little Red Riding Hood" from other cultures and compare and contrast the two versions.</p>	<p>Set purposes- go over rules of our reading of stories.</p> <p>Review essential question.</p> <p>Routine 12 on browsing the selection-use the clues, problems, and wonderings.</p> <p>Set purposes in reading the story.</p> <p>Review comprehension skills of summarizing in student reading book-back of book</p>
<p><b>Social Studies</b></p> <p><b>Book tasting continued</b></p> <p><b>Lesson / Instruction</b> 6 baskets of books-3 books in each</p> <p>baskets for kids popcorn startburst</p>	<p><b>ELA/Workshop time</b></p> <p><b>Unit 1 Getting Started Day 1</b></p>	<p>Read the story "The Cowardly Lion" pages 2-7. During the read aloud ask and discuss summarizing questions.</p>

<p>capri sun fruit snacks</p> <p>Students will rotate through different stations getting to "taste" different books and filling out their packet rating the books they tried. They will then receive the food/drink item at that station after completing their sheet.</p>	<p><b>Standards</b> 2.SL.1.a</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Set up their Writer's Notebooks</li> <li>- Write a response to the Read Aloud</li> </ul> <p><b>Lesson / Instruction</b></p> <p>Discuss the writing area and writing notebook.</p>	<p>Follow and do activities listed in the manual and following the ePresentation.</p> <p><b>Differentiation / Accommodations</b></p> <p>Intervention: If students are struggling to read or comprehend the stories/decoding, this will be a focus in our workshop time.</p> <p>Enrichment: During workshop time, we will use "The Cowardly Lion" to expand on comprehension skills- we will use words from the story to build and segment sounds.</p>
<p>P.E.</p>	<p>Discuss what the writing workshop time will consist of. Explain workshop rules- have students come up with ones to add- discuss the writing expectations throughout the school.</p> <p>Then have the students write in the response journal about Little Red Riding Hood- what they liked or did not like about the story.</p> <p>Looks for volunteers on reading their stories.</p> <p><b>Differentiation / Accommodations</b></p> <p>Intervention: If students are having a difficult time, creating sentence starters and brainstorming as a whole class could be beneficial. Also, continue encouraging students to use their spelling/sound cards to assist when writing.</p> <p>Enrichment: Ask students to add on to their writing response. Encourage students to compare</p>	<p><b>ELA/Workshop time</b></p> <p><b>Unit 1 Getting Started Day 3</b></p> <p><b>Standards</b> 2.RL.2, 2.SL.1.a, 2.L.6</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Record details from the middle and end of "The Cowardly Lion"</li> <li>- Write a recounting of "The Cowardly Lion"</li> <li>- Complete activities in Workshop</li> </ul> <p><b>Lesson / Instruction</b></p> <p>Teacher's Manual pages GS40-GS41</p> <p>Writing Recounting a story- record all major details on the graphic organizer, work together to fill it out the first box, then have students work on the rest while pulling back small groups</p>

this story to another one they find similarities in or have students create a different ending of the story.

P.E.

Math

**Lesson 1-1 Math is Mine**

**Standards**

2.NBT.4

Objective:

- I can tell my math story.
- I can recognize the ways in which we are all doers of math.

**Lesson / Instruction**

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.
2. Notice and Wonder- Be curious slide. Ask guided purposeful questions from the manual
3. Explore and Develop:
  - Pose the problem
  - Ask 2 clarifying questions
  - Develop the Math Guided Exploration Path- follow the slides that are online
  - Bring it Together
4. Practice and Reflect- page 6

During the practice and reflect I will be able to tell how students comprehend what their math story is. During this time, I will walk around to check work from students.

Also, students will do the Exit ticket on their own. This will be

Finsih Skills Practice I P. R7.

Workshop  
Review rules  
Teacher- Directed:  
Reading decodable story/ The Cowardly Lion

Independent- writing activity in pairs, reading decodable story, have students write original sentences containing the selection vocab words from "The Cowardly Lion"

Follow and do activities listed in the manual and following the ePresentation.

**Differentiation / Accommodations**

Intervention: Pull small groups back during workshop time to listen and observe their fluency while reading the decodable or story we read as a class. Focus on practicing fluency and encouraging them to use sound/spelling cards as needed.

Enrichment: Practice a comprehension piece while also working on fluency. Pull higher leveled groups back to build on their comprehension portion, if the fluency is strong. If students finish writing original sentences with vocab words, challenge them to write a new sentence containing the vocab words.

turned in to assess their work and how they comprehended the work.

#### Differentiation / Accommodations

**Intervention:**  
If they don't understand the idea of their math story, we will focus more on these during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 1-1 to help us.

**Extension:**  
I will use this information to determine what students will do during Enrichment time. Instead of writing down their own math stories, they will compare and contrast their math story with a classmate.  
:

#### Recess

#### Math

#### Lesson 1-2 Math is Exploring and Thinking

#### Standards

2.OA.2, 2.OA.1

#### Objective:

- I can make sense of a problem pathways.
- I can think about numbers in different

#### Lesson / Instruction

1. Number Routine: Math Picture- discuss prompts to talk about student reasoning.
2. Notice and Wonder- Be curious slide. Ask guided, purposeful questions from the manual
3. Explore and Develop:
  - Pose the problem
  - Ask 2 clarifying questions
  - Develop the Math Guided Exploration Path- follow the slides that are online
  - Bring it Together
4. Practice and Reflect- page 10

#### Lunch

#### Recess

#### Tier II/III Math

#### Fluency Testing/ EPIC

#### RTI

#### Independent reading/fluency testing/ STEM bins

#### Lesson / Instruction

Students will be picking out their books (2) from the classroom library they are interested in to keep for this week or whenever they are ready to rotate them out.

During the practice and reflect I will be able to tell how students comprehend about different addends in various different ways.

During this time, I will walk around to check work from students. Also, students will do the Exit ticket on their own. This will be turned in to assess their work and how they comprehended the work.

#### Differentiation / Accommodations

Recess	Intervention: If they don't understand the idea of adding different addends in different ways, we will focus more on these during small groups within the classroom and during Tier 2 time. We will review and use the guided practice from 1-2 to help us.
RTI Tier III	
<b>Math Fact Review</b>	
<b>Lesson / Instruction</b>	Will do a review on addition and subtraction math flashcards.  Also during this time, we will do a timed test to test fluency/speed for students in their math facts.
ELA/Workshop time	Extension: I will use this information to determine what students will do during Enrichment time. Students will use different cube combinations to come up with various math facts to go along with it.
<b>Unit 1 Getting Started Day 2</b>	
<b>Standards</b>	2.SL.1.a, 2.RL.2
Objectives:	- Record details from the beginning of "The Cowardly Lion" - Complete activities in Workshop
<b>Lesson / Instruction</b>	Teacher's Manual pages GS28-GS29
Writing	Recounting a story- record all major details on the graphic organizer, work together to fill it out the first box, then have students work on the rest while pulling back small groups
<b>Skills Practice I P. R7.</b>	
Workshop	
Review rules	
Teacher- Directed:	
Reading decodable story/ The Cowardly Lion	
Independent- writing activity, reading decodable story	
Lunch	
Recess	
Tier II/III Math	
<b>Fluency testing/ EPIC</b>	
RTI	
<b>Independent reading/ fluency testing/ STEM bins</b>	
Recess	
RTI Tier III	
ELA/Workshop time	
<b>Unit 1 Getting Started Day 4</b>	
<b>Standards</b>	2.SL.1.a
Objectives:	- write details for a description - complete activities in workshop
<b>Lesson / Instruction</b>	

Follow and do activities listed in the manual and following the ePresentation.

**Differentiation / Accommodations**

Intervention: Pull small groups back during workshop time to listen and observe their fluency while reading the decodable or story we read as a class. Focus on practicing fluency and encouraging them to use sound/spelling cards as needed.

Enrichment: Practice a comprehension piece while also working on fluency. Pull higher leveled group back to build on their comprehension portion, if the fluency is strong.

**Social Studies**

**Testing**

**Science**

**Testing**

Teacher's Manuel pages GS50- GS51.

Writing  
Describing a Setting- Idea web for details to write a short description of the setting  
**Skills Practice I P. R12.**

Workshop  
Review rules  
Teacher- Directed: Reading decodable story/ The Cowardly Lion- having them practice proper intonation  
Independent- writing activity, reading decodable story- paying attention to how their voice changes when they read, use thesaurus to find additional synonyms for vocab words

Follow and do activities listed in the manual and following the ePresentation.

**Differentiation / Accommodations**

Intervention: Pull small groups back during workshop time to listen and observe their fluency while reading the decodable or story we read as a class. Focus on practicing intonation when reading.

Enrichment: Practice a comprehension piece while also working on fluency. Pull higher leveled groups back to build

on their comprehension portion, if the fluency is strong. If students finish writing original sentences with vocab words, challenge them to find additional synonyms for vocab words.

Art

Fun Friday