**Day 1, Monday August 13, 2012**

**Suggested reading titles for the first week of school:**

Wimberly Worry Kissing Hand First Day Jitters

Lacy Walker, Nonstop Talker The Girl Who Never Made Mistake

Mr. Peabody’s Apples Chrysanthemum Ruby the CopyCat

As kids enter the room they will sort their supplies into bins

Each child will be given a ball of play-dough to create an object. They will then write a creative story using their creation as the subject.

****6 questions for the first day of school. Students respond to the ? with a sticky note.

1. what should kids in our class be doing to make sure our class runs as smooth as possible?

2. What will you need to do in order to be successful in school this year?

3. Our classroom should be \_\_\_\_\_\_\_\_\_ everyday.

4. What do you hope to learn this year in 2nd grade?

5. What will Ms./Mr. \_\_\_\_\_ need to do to help you this year?

6. School is important because\_\_\_\_\_\_\_.

Specials Expectations

Bathroom procedures

TAME line: Tan line, Arms in position, Mouths closed, Eyes forward

**SPECIALS 10:00-10:45**

Get to know you Activity

Lunch Procedures: standing in line correctly, practice entering four at a time, Say your first and last name clearly to the cashier, Seating procedures, being respectful to monitors, using inside voices, proper manners, raise hands to make requests, exiting procedures

Use the information from the 6 questions activity and formulate class rules and expectations. Have kids sign it (contract)

**Writing:**

Read Frog and Toad Together, have kids brainstorm “ingredients” for making a good friend. As a class we will write a recipe for being a good friend.

Reveal what is in your teacher paper bag and give the students theirs to take home for homework

**Math:**

Set up math journals and complete Mystery number activity (all about me numbers)

**Day 2 – Tuesday, August 14, 2012**

2ND DAY IN 2ND GRADE Integrated Packet

Share Paper Bag Activity

**LANGUAGE ARTS:**

Students will make a cover out of construction paper and design it with 2’s all over it.

Groups of 2’s: Name 2 of …

Write a short story about 2 friends

Cut out the letters in second grade make and record as many words as possible

**Famous Pairs: Write the word from the word bank that matches the word pair.**

**Examples:**

Hugs and Kisses Jack and Jill

Famous pairs word search

A fairy grants you 2 wishes: what are they

**MATH:**

Students given 2 digits have them make the largest number possible

Make 2 game: Choose a domino if you can add or subtract to make the number 2 you get to keep the domino

Give students the number 2. Have them turn it into something else. Share with class.

Add / Subtract by 2 timed test

Roll the dice: roll 2 dice if you get a multiple of 2 you can color it in their graph

Skip count by 2s on a 100s chart and color it in

Discuss conversational norms in whole group activities

**Day 3 – Wednesday, August 15, 2012**

**Focus Lesson**

Make anchor chart:

“Three Ways to Read Book.”

1. Read pictures.
2. Read words
3. Retell a familiar text.

Model first 2 ways to read a book.

\*See page 47 for teacher dialogue.\*

**Read to Self**

Begin to teach “10 Steps to Improve Muscle Memory.”

1. Identify what is to be taught.
2. Set a purpose and sense of urgency.
3. Brainstorm behaviors desired using an I-chart.

Students:

* Read the whole time.
* Stay in 1 spot.
* Read quietly.
* Work on stamina.
* Get started right away.

Teacher:

* Work with students.
* Listen to children read.
* Help students with reading.
1. Model most desired behaviors.

**Day 3 – Wednesday, August 15, 2012 (continued)**

1. Incorrect Model - 1-2 students model the inappropriate “Read to Self” behaviors in front of the class, then model correct behaviors.
2. Everyone practice and build stamina – 3 minutes.
3. Teacher stays out of the way (no eye contact or managing by proximity at this time; teacher may practice sitting at the guided reading spot)
4. Quiet signal to come back to the group
5. Group check-in “How did you do?”
6. Repeat 1-9.

Closure, sharing, and review of the lessons of the day “What did we learn?”

*Materials: picture book, chart paper, book box, something to signal children to gather (chimes, bell, etc), collection of different types of shoes, sample collection for book boxes*

**Writing**

**Mini Lesson**

**EQ: What is Writer’s Workshop?**

Create an Anchor Chart to show students how Writer’s Workshop will be established in the classroom (Pie Chart). Teacher and students will discuss and create a list of rules to follow so that everyone will have a positive writing environment.

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*\*\*\*Be sure to refer to GHGW Writing Teacher’s Guide pg. 26 Day 2 Rules & Routines.\*\*\**

**Day 3 – Wednesday, August 15, 2012 (continued)**

**Independent**

Students copy the list of rules in their writing journal.

Students will choose one rule from the list that they feel is the most important. Students sit quietly and write why they feel that rule is most important. Students may draw a picture of themselves following their important rule.

**Summary**

Teacher will compliment students and state specific examples of what students did well during writing time and have 2 to 3 students will share their writing.

**Day 4 – Thursday, August 16, 2012**

**Focus Lesson**

Review 2 ways to read a book and model third way – “Retell a familiar text.”

1. Read and talk about the pictures (review).
2. Read the words (review).
3. Retell a previously read book (introduce).

\*See page 49 for teacher dialogue.\*

**Read to Self**

Review the I-chart.

Continue “10 Steps to Improve Muscle Memory,” Adding 1-2 minutes to stamina.

Closure, sharing, and review of the lessons of the day “What did we learn?”

*Materials: book boxes, I-chart something to signal children to gather (chimes, bell, etc),*

**Writing**

**Mini Lesson**

**EQ: What tools do GOOD writers use?**

Review Anchor Chart from yesterday. Teacher will introduce writing binders and explain that the binder will be used as a resource this year to help them become stronger writers. Teacher and students will brainstorm and chart a list of tools needed for writing on the smartboard.

**Independent**

Students will use the chart to complete a Writing Scavenger Hunt and then find each writing tool in the classroom.

**Day 4 – Thursday, August 16, 2012 (continued)**

**Summary**

Review the list of writing tools and the proper way to take care of writing supplies so that everyone can find them easily. Teacher will compliment students and state specific examples of what students did well. Students will check their Writing Scavenger Hunt with a partner.

**Day 5 – Friday, August 17, 2012**

**Focus Lesson**

Create an I-chart to teach and reinforce “Where to Sit in Room.” – *Teacher discretion*

1-minute review of “Three Ways to Read a Book.”

**Read to Self**

Review I-chart.

Continue “10 Steps to Improve Muscle Memory,” adding 1-2 minutes to stamina.

Closure, sharing, and review of the lessons of the day “What did we learn?”

*Materials: chart paper, something to signal children to gather (chimes, bell, etc), book boxes, charts from previous lessons*

**Writing**

**Mini Lesson**

Teacher will model how to write a story using the base ten animal that was created yesterday during math.

**Independent**

Students will then write a story about their animal. This writing will be used as a pre-assessment.

**Summary**

Teacher will compliment students and state specific examples of what students did well. 2 or 3 students will share their writing with the class.