

Jahns	Week of: 10/17/16				TEKS	2.1 distinguish features of a	2.2.G identify and read at le	2.4.A Students read gra	2.18.A write brief stories th
	2nd grade ELAR			Figure 19	Figure 19.B ask literal qu	Figure 19.C monitor and a	Figure 19.E retell imp	Figure 19.F make conne	
Objective:	Understand procedures and responsibilities of classroom. Use science processes and team building activities to practice procedures.	ELP Standard:	c4I: Show comprehension through basic reading skills		c4I: Show comprehension through basic reading skills		c3D: Speak using grade level content area vocabulary in context	c2I: Demonstrate listening comprehension	
Component	What to Document	Mon	Tues	Wed	Thurs	Fri	Students Will	Teacher Will	
Bell Ringer (Engage)	Insert question or task for students to complete	Writing: Journal PPT ELA Spelling Review List	Fluency: DATA Folder	Word Work Spelling Review List	Reading: <i>Little Puppy &amp; The Big Green Monster</i>	Show Case Day	Engage in task tied to work to be learned in lesson	Submit attendance, ensure homework is turned in and manage student needs	
Focus Lesson (Explore)	Concept to be covered	View Monster PPT again	View Monster Ink Door Chase	Review BME	Story Elements	Spelling	Follow along with lesson and take notes as directed by the teacher	Be at front of room teaching concept and ensure that all students are following along.	
Guided Learning (Explain)	List intervention groups and tasks	Discuss what problems each monster could have	Discuss what happens in the scene Beginning Middle & End	BME	Group work-each group is assigned an element	Punctuation Assessment	Work in groups or pairs independently or with the teacher in intervention	Set expectations for working and learning. Work directly with struggling students.	
Collaborative Learning (Elaborate)	List collaborative learning activities	Pair up with "thinking buddy" matching monster stickers to get partner	List together ways to start sentences B M E_ Use rubric as a check list	S. continues BME for their monster_ Remind S. to check rubric	S. complete their element and post if on class story web	Catch up day and reading conferencing	Work on task tied to the focus lesson in groups	Monitor groups to ensure they are working and learning together, and pulling students for additional support.	
Independent Learning	List activities for students	Complete pg 3 problem and solution for their own monster	S. begin writing B M E's for their own monster	Set up Monster Games around room for early finishers	Whole class goes over Story Web to check for understanding. Explaining that they will complete their own web tomorrow	Monster Games	Work independently on a task tied to the focus lesson or their greatest area of need	Monitor students to ensure they are working and learning and pulling students for additional support.	
Wrap Up / Exit Ticket (Evaluate)	Homework expectations or questions to be asked to gauge learning	T. says spelling word S. gives feature	Review Parts of a Story: Problem/Solution Plot. BME	Tell your favorite monster game	Spelling Review_Speed Spell	One exciting thing you are doing this weekend	Ask questions about homework or the day's lesson.	Communicate progress in today's lesson and set expectations for homework and tomorrow's lesson.	