

Jahns	Week of: 10/24/16				TEKS	2.2.G identify and read at le	2.9.A describe similarities ar	2.14.C describe the orde	2.4.A Students read grade
	2nd grade ELAR			Figure 19	Figure 19.D make inferer	Figure 19.E retell importar	Figure 19.C monitor a	Figure 19.B ask literal q	
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	Handwriting Folder	Fluency Data Folder	**Jahns did this on Monday and shifted Mon. and Tuesday do to sharing books** Word Work: Spelling List	Reading: S. reads Monster Passage	Showcase Day * 6 class rotation* and Halloween Party	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	ELA: Spelling List 5 Long and Short i; Reading: Read Aloud: I Need My Monster	ELA: Review parts of speech Nouns, Verbs, and Adjectives Reading: <i>The Monster Who Lost his Mean</i>	Reading: <i>Monster Needs a Party</i>	Review why we use <i>text evidence</i>	Spelling Test	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	ELA: Spelling Sort vowel sounds, Reading: Complete story element picture card match up	Discuss similarities and differences of books read today and yesterday	Discuss Character Traits of Main Character	Read passage Aloud to class	Puncutations 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	ELA: Spelling Breve or Macron hand signals when reading words; Reading: Groups retell story together.	Reading: Complete a Vinn Diagram as a class using groups answers on index cards	S. create a monster with "roll a monster" page and give it character traits	Complete comprehension question 1 as a group using highlighter to prove answer	Parts of Speech WkSt	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	Introduce <i>text evidence</i> ; show page on projector, group writes answer to comprehension question word for word from story page.	Reading: Using <i>text evidence</i> s. will find comprehensions answers	S. explain why thier monster would be a good friend for the Main Character from today's reading	s. completes comprehension questions 2-8 and proves answer using highlighter . *turn in for a grade*	Reading Conferencing	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 guage learning	Homework: Spelling List Word Sort and Sentence practice; Red Ribbon Week: What college do you want to go to and what do you want to be?	Teacher says spelling word and student ronse with correct vowel sound hand signal	Parts of Speech "definition quiz"	Spelling Review	What are you going to be for Halloween?	Ask questions about homework or the day's lesson.	Communicate progress in today's lesson and set expectations for homework and tomorrow's lesson.	