

Ms. Jastemski

Room 12

3/28/22 – 4/1/22

<b>Monday</b> 3/28/22	<b>Tuesday</b> 3/29/22	<b>Wednesday</b> 3/30/22	<b>Thursday</b> 3/31/22	<b>Friday</b> 4/1/22
Arrival / Breakfast / Morning Work	Arrival / Breakfast / Morning Work	Arrival / Breakfast / Morning Work	Arrival / Breakfast / Morning Work	Arrival / Breakfast / Morning Work
<b>9:45 – 10:45 : Math</b> (Chapter 7) <b>F.L:</b> Identifying Quarters, Dimes, Nickels, and Pennies <b>E.Q:</b> What is a quarter, dime, nickel and penny? CCLS: 2.MD.8	<b>9:45 – 10:15 : Math</b> (Chapter 7) <b>F.L:</b> Identifying Quarters, Dimes, Nickels, and Pennies <b>E.Q:</b> What is a quarter, dime, nickel and penny? CCLS: 2.MD.8	<b>9:45 – 10:15 : Math</b> (Chapter 7.1) <b>F.L:</b> Dimes, Nickels, and Pennies <b>E.Q:</b> How do you find the total value of a group of dimes, nickels and pennies CCLS: 2.MD.8	<b>9:45 – 10:45 : Math</b> (Lesson 7.2) <b>F.L:</b> Quarters <b>E.Q.:</b> How do you find the total value of a group of coins? CCLS: 2.MD.8	<b>9:45 – 10:30 : Math</b> (Lesson 7.3) <b>F.L:</b> Count Collections <b>E.Q:</b> How do you order coins to help find the total value of a group of coins? CCLS: 2.MD.8
<b>10:45 – 11:00:</b> Introduce new spelling words	<b>10:20 – 10:55:</b> <b>Art</b>	<b>10:15 – 10:50:</b> <b>Library</b>	<b>10:45 – 11:00:</b> Practice spelling test	<b>10:30 – 11:00: Science / S.S</b> Topic 4: Earth's Processes <b>FL:</b> Earth Changes Slowly <b>EQ:</b> What shaped the land?
<b>11:00 – 11:15 : Snack &amp; Story</b>	<b>11:00 – 11:15 : Snack &amp; Story</b>	<b>10:55 – 11:10 : Snack &amp; Story</b>	<b>10:55 – 11:10 : Snack &amp; Story</b>	<b>10:55 – 11:10 : Snack &amp; Story</b>

<p><b>11:15 – 12:30 :</b></p> <p><b>GHGR</b></p> <p><b>M.L:</b> Introduce the Book</p> <p><b>F.L:</b> Noticing If a Book is Fiction or Nonfiction</p> <p><b>E.Q.:</b> What kind of clues can I find to help me figure out whether this book is nonfiction?</p> <p><b>Writing:</b> Informational Writing</p> <p>12:00 – 12:30: Reading Lab</p>	<p><b>11:15 – 12:30 : GHGR /</b></p> <p><b>M.L:</b> r- controlled vowels or, er</p> <p><b>F.L:</b> Identifying Your Purpose for Reading</p> <p><b>E.Q.:</b> Why is it helpful to ask myself: What o I want to learn from this book?</p> <p><b>Writing:</b> Informational Writing</p> <p>12:00 – 12:30: Reading Lab</p>	<p><b>11:15 – 12:30 : GHGR</b></p> <p><b>M.L:</b> Homophones</p> <p><b>F.L:</b> Using Your Purpose for Reading to Generate Questions</p> <p><b>E.Q.:</b> What kinds of questions do I have while I’m reading this book?</p> <p><b>Writing:</b> Informational Writing</p> <p>12:00 – 12:30: Reading Lab</p>	<p><b>11:15 – 12:30 : GHGR</b></p> <p><b>M.L:</b> Accuracy</p> <p><b>F.L:</b> Scanning a Text</p> <p><b>E.Q.:</b> How can I find out the answer to my question without rereading the whole book word-by-word?</p> <p><b>Writing:</b> Informational writing</p> <p>12:00 – 12:30: Reading Lab</p>	<p><b>11:15 – 12:30 : GHGR</b></p> <p><b>M.L:</b> Using Prior Knowledge</p> <p><b>F.L:</b> Identifying the Author’s Purpose</p> <p><b>E.Q.:</b> Did the author have a purpose in mind when he wrote this book?</p> <p><b>Writing:</b> Informational writing</p> <p>12:00 – 12:30: Reading Lab</p>
<p><b>12:30 – 1:00: CKLA Skills Strand</b></p> <p>Unit 3 – Lesson 2</p> <p>Making the /ae/ sound with –ay, - ai, a, and a_e</p>	<p><b>12:30 – 1:00: CKLA Skill Strand</b></p> <p>Unit 3 – Lesson 2</p> <p>Making the /ae/ sound with –ay, - ai, a, and a_e</p>	<p><b>12:30 – 1:00: CKLA Skills Strand</b></p> <p>Unit 3 – Lesson 3</p> <p>Making the /ae/ sound with 2 syllable words –ay, - ai, a, and a_e</p>	<p><b>12:30 – 1:00: CKLA Skills Strand</b></p> <p>Unit 3 – Lesson 3</p> <p>Making the /ae/ sound with 2 syllable words –ay, - ai, a, and a_e</p>	<p><b>12:30 – 1:00: CKLA Skills Strand</b></p> <p>Unit 3 – Lesson 4</p> <p>Making the /ae/ sound in ‘odd duck’ tricky words</p>
<p><b>1:05 – 1:30 : Recess</b></p> <p><b>1:30 – 1:55 : Lunch</b></p>	<p><b>1:05 – 1:30 : Recess</b></p> <p><b>1:30 – 1:55 : Lunch</b></p>	<p><b>1:05 – 1:30 : Recess</b></p> <p><b>1:30 – 1:55 : Lunch</b></p>	<p><b>1:05 – 1:30 : Recess</b></p> <p><b>1:30 – 1:55 : Lunch</b></p>	<p><b>1:05 – 1:30 : Recess</b></p> <p><b>1:30 – 1:55 : Lunch</b></p>

<p>2:00 – 2:30: Reading Lab</p> <p><b>2:20 – 2:55</b></p> <p><b>Music</b></p>	<p><b>2:00 – 2:30: Science / S.S</b></p> <p>Topic 4: Earth’s Processes</p> <p><b>FL:</b> Earth Changes Slowly</p> <p><b>EQ:</b> What shaped the land?</p> <p>2:00 – 2:30: Reading Lab</p>	<p><b>2:00 – 2:30: Science / S.S</b></p> <p>Topic 4: Earth’s Processes</p> <p><b>FL:</b> Earth Changes Slowly</p> <p><b>EQ:</b> What shaped the land?</p> <p>2:00 – 2:30: Reading Lab</p>	<p><b>2: 00 – 2:25: SEL</b></p> <p><b>FL:</b> Tattling vs helping</p> <p><b>EQ:</b> How can I decide if I should tell my teacher before trying to solve the problem on my own?</p> <p>2:00 – 2:30: Reading Lab</p>	<p><b>2: 00 – 2:25: SEL</b></p> <p><b>FL:</b> Tattling vs helping</p> <p><b>EQ:</b> How can I decide if I should tell my teacher before trying to solve the problem on my own?</p> <p>2:00 – 2:30: Reading Lab</p>
	<p><b>2:30 - 3:00: Math</b></p> <p>(Chapter 7)</p> <p><b>F.L:</b> Identifying Quarters, Dimes, Nickels, and Pennies</p> <p><b>E.Q:</b> How do you find the total value of a group of dimes, nickels and pennies</p> <p>CCLS: 2.MD.8</p>	<p><b>2:30 – 3:00: Math</b></p> <p>(Chapter 7.1)</p> <p><b>F.L:</b> Dimes, Nickels, and Pennies</p> <p><b>E.Q:</b> How do you find the total value of a group of dimes, nickels and pennies</p> <p>CCLS: 2.MD.8</p>	<p><b>2:30 – 3:05</b></p> <p><b>Gym</b></p>	<p><b>2:30 – 3:05</b></p> <p><b>Gym</b></p>