|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **8:30-9:00** | **Car Rider Duty** | | | |
| **9:00-9:20** | **Morning Meeting** | | | |
| **9:20-9:50** | **First Grade WIN Math (Mrs. Johnson)** | | | |
| **9:50-10:30** | **Second Grade Math (Mrs. Murphy)** | | | |
| **10:30-11:00** | **Second Grade Math Resource**  **Standards:**  **2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.  Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens-called a “hundred”.  b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).  **2.NBT.2** Count forwards and backwards within 1,000; skip count by 5s, 10s, and 100s.  **2.NBT.3** Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.  **2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, <, and = symbols to record the results of comparisons.  **2.NBT.8** Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900.  **Essential Questions:**  **How can you determine the value of a number using place value?**  **How can recognizing patterns in number help you skip count?**  **What patterns do I notice when I skip count by 10s and 100s?**  **How can I represent number in different ways?**  **How can we represent and compare numbers?**  **How can I use place value to mentally add or subtract 10s or 100s?** | | | |
| **11:00-11:30** | **Planning** | | | |
| **11:30-12:00** | **Second Grade Reading Resource** | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Visual**  **Read Sounds and blending drills**  **Introduce new red word: would**  **Picture walk “Stone Soup”**  **(Reading A-Z)**  **Find red word: would** | **Auditory**  **Build a sentence-write sentence with word: would**  **Practice writing red words with red pen**  **Read “Stone Soup:** | **Visual**  **Read Sounds and blending drills**  **red word: would**  **Read “Stone Soup”**  **(Reading A-Z)** | **Auditory**  **Build a sentence-write sentence with word: would**  **Practice writing red words with red pen**  **Read “Stone Soup** | **Monitoring** |
| **12:00-12:20** | **First Grade Unser** | | | |
| **12:20-12:50** | **Lunch** | | | |
| **12:50-1:20** | **Third Grade Math Resource**  **Standards:**  3.OA.1 Interpret and demonstrate products of whole numbers  3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, by using drawings and equations with a symbol for the unknown number to represent the problem.  3.OA.5 Apply properties of operations as strategies to multiply and divide.  3.OA.7 Fluently Multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations  3.OA.9 Identifying arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations  3.NBT.3 Multiply one-  **Vocabulary:**  Factor, product, multiples,  array, groups, Commutative Property of Multiplication, Zero Property of Multiplication, Identity Property of Multiplication, Distributive Property of Multiplication, repeated addition, skip counting, Multiplication, patterns | | | |
| **1:20-1:40** | **Planning** | | | |
| **1:40-2:20** | **Second Grade Reading (Meyer)** | | | |
| **2:20-2:40** | **First Grade (Siegel)** | | | |
| **2:40-3:00** | **Kindergarten** | | | |
| **3:00-3:40** | **Check out and Social Skills** | | | |

9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12\_\_\_\_\_ARC @ 12:30 & 1:30\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_