February 12-16, 2024 Whole Group Lesson Plans

*for additional curriculum information, please visit the district's resource

Elementary Teaching Resources   or Georgia Standards of Excellence

GRAMMAR Unit 4 Week 3 (Skip Lesson 10) Lessons 11-14 Adverbs & Adjectives	READING Unit 6 Week 3 Lessons 11-15 Tales That Teach US	WRITING Unit 4 Poetry Lessons 3-6	PHONICS Unit 6 Week 3 Lesson 11-15 Vowel Teams /ô/: aw, au, al, (w)a Tales That Teach	MATH Module 4, Topic A Lessons 1-5 Begin Topic B	SOCIAL STUDIES Unit 5 Georgian's & Civil Rights Scarcity & Opportunity Cost

Monday

Standard(s): **ELAGSE2L1e** **ELAGSE2L5a** LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to figure out how words are related. SC: *I know I am successful when:* ❑ I can define an adverb. ❑ I can identify an adverb. ❑ I can describe real-life experiences using adjectives and adverbs. Lesson/Activity: Week 3 Day 11 Explore: Adding Meaning	Standard(s): **ELAGSE2RL7** LT: I am learning to use information from the pictures and words in a text to understand characters, setting, and plot of a story. SC: *I know I am successful when*: ❑ I can determine the theme (central message) using supporting evidence. Lesson/Activity: Volume 6, Lesson 11, TE pages 98-101.	Standard(s): **ELAGSE2RL4** LT: I am learning to describe how words and phrases in poems can supply rhythm and meaning. SC: *I know I am successful when…* ❑ I can describe how word choices can affect the meaning of a poem. ❑ I can read a variety of poems and songs to identify rhyme, rhythm, alliteration, and repetition. ❑ I can study two poems and determine their point of view. ❑I can participate in shared writing. Lesson/Activity: Unit 4, Lesson 3: Studying Mentor Texts: "What Grandpa Mouse	Standard(s): **ELAGSE2RF3** **ELAGSE2RF4** LT: I am learning to read and spell words with vowel teams. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to recognize and read grade-appropriate irregularly spelled words. SC: *I know I am successful when:* ❑ I can identify the sounds for common vowel teams. ❑ I can identify irregular vowel patterns (aw, ow/ou, oy/oi). ❑ I can read words containing irregular vowel patterns. ❑ I can spell words	Standard(s): **2.NR.2.2** LT: We are learning to discover patterns of 10 more and 10 less. SC: *I will know I am successful when…* -I can find 10 more or 10 less of a given number on a place value chart. -I can find 10 more or 10 less of a given number on a number line. -I can find 10 more or 10 less of a given number using mental strategies. -I can find 100 more or 100 less of a given number on a place value chart. -I can find 100 more or 100 less of a given number on a number line. -I can find 100 more or 100 less of a given number using mental strategies. Lesson/Activity:	Standard(s): **SS2E1** LT: I am learning about scarcity and opportunity costs. SC: *I will know I am successful when I can…* ❑ I can define scarcity. ❑ I can define opportunity costs. ❑ I can give personal examples of opportunity costs. Lesson/Activity: *Read Aloud: Clever Cat by Peter Collington* UNIT 5 INSPIRE Students will use the theme of scarcity to discuss opportunity cost and choice-making within the context of Robinson and King's lives and their own life.

Explore

Adding Meaning
Happily: Types of Adverbs

Partnerships review three lists of different types of adverbs, then jot down their observations.

Absolutely Adverbs

- today
- yesterday
- later
- now
- soon
- outside
- here
- upstairs
- everywhere
- nearby
- slowly
- carefully
- fast
- happily
- almost

DETERMINE THEME

The theme of a story is the central message, lesson, or moral. Infer the theme using important details.

ASK: How do the characters grow?
What ideas stay with me?
What do the characters learn?
What do the details make me think about!?

COMMON THEMES
- Crime doesn't pay
- Overcoming the odds
- Your own worst enemy
- love conquers all
- Coming of age
- Pride goes before a fall

Learning Goals

WE WILL STUDY:
✓ How poets create characters with a point of view

WE WILL WORK ON:
THE GOALS
✓ Writers write poems from different points of view.
✓ Writers come up with ideas for poems from the world around them.
✓ Writers use details to bring their poems to life.

Pt.2- Shared writing

Strategy: Creating a Speaker's Point of View
1. Say what you know about your subject.
2. Say what your speaker might know about the subject.
3. Jot down the speaker's point of view, or how the speaker feels about the subject.

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containing irregular vowel patterns.

Lesson/Activity:
TE pages 36-39
Vowel Team /ô/: aw, au, al, (w)a
Word Study Resource Book, p. 70
My Word Study, Volume 2, p. 08

Read HFWs: music, night, old, picture, sentence, spell, thought together, while, world

Vowel Team /ô/: aw, au, al, (w)a
- Spelling-Sound Correspondences
- Blend and Build Words
- Transition to Multisyllabic Words
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

Materials: Prepare counting collections of between 200 and 700 items (per student pair), as well as tools to help organize the items as they count.

Launch:
Students count back chorally by tens within 1,000 to reveal place value patterns.

| 636 | 626 | 616 | 606 | 596 | 586 | 576 | 566 | 556 | 546 |
| 536 | 526 | 516 | 506 | | | | | | |

Learn:
Students work with a partner to organize and count a collection and record their process.

We will ...
1. Choose a collection.
2. Make a good guess.
3. Make a plan and count.
4. Record the collection.
5. Share our work.

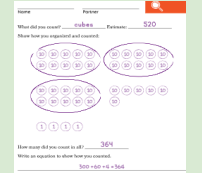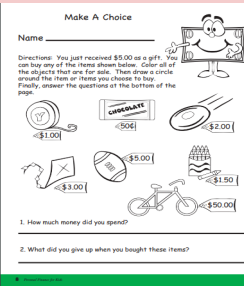Students mentally add and subtract 10 and 100 with numbers within 900.

Students will develop an understanding of how scarcity affects their own lives, and that economic choices result in opportunity costs.

The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Scarcity & Opportunity Cost PPT

Students share the book *A Bargain for Frances, by Russell Hoban*, to learn about scarcity, decision making, and exchange.

Students will work together to complete an activity on decision making and choice, and play exchanging games.

Students reason about and compare the efficiency of strategies for organizing and counting.

Land/Debrief:
How can we use place value units to help us count and organize?
Why can we mentally add 10 or 100 to or subtract 10 or 100 from numbers?

Key Vocabulary:
choice
decision making
exchange
wants

Optional:
Resource Scarcity Game

Tuesday					
Standard(s): **ELAGSE2L1e** **ELAGSE2L5a** LT: I am learning to use adjectives and adverbs	Standard(s) **ELAGSE2L4** LT: I am learning to use context clues or the strategies I know to figure out the meaning of a word	Standard(s): **ELAGSE2W5** LT: I am learning to focus on a topic in my writing. SC: *I know I am*	Standard(s): **ELAGSE2RF3** **ELAGSE2RF4** LT: I am learning to read and spell words with vowel teams.	Standard(s): **2.NR.2.2** LT: We are learning to discover patterns of 10 more and 10 less.	Standard(s): **SS2E1** LT: I am learning about scarcity and opportunity costs.

correctly when speaking or writing.
I am learning to figure out how words are related.

SC: *I know I am successful when:*
❑ I can define an adverb.
❑ I can identify an adverb.
❑ I can describe real-life experiences using adjectives and adverbs.

Lesson/Activity:
Week 3 Day 12
Teach: Say it With Emotion
Lesson 12, TE pgs. 185-186

Teach
Say It with Emotion
Using a sample sentence, show how adverbs function and that different types of adverbs add different meanings (how, *where, when*).

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or phrase.

SC: *I know I am successful when*:
❑ I can define 'antonym' and 'synonym'.
❑ I can identify an antonym or synonym in texts.
❑ I can use prior knowledge to help determine the meaning of a word or phrase.
❑ I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.

Lesson/Activity:
Unit 6, Lesson 12, TE pages 102-105.

ANTONYMS and SYNONYMS
are opposite — are similar

naughty, polite   yell, shout
take, give   nasty, horrible
opposite, same   old, ancient
neat, messy   nice, friendly
young, old   yelp, bark

Means the opposite!   Means the same!

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successful when:
❑ I will identify a clear topic (not too broad or too narrow).
❑ I can sketch an idea for a poem.
❑ I will write text of a length appropriate to address the topic.

Lesson/Activity:
Volume 4, Session 4,: Sketching out an idea
TE pages 28-31.

Strategy: Sketching Out an Idea
1. Try out a subject you know something about.
2. Sketch it on paper.
3. Add words to the sketch.

New shoes
too tight!   ouch!

Sketching an Idea for a Poem Example

I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences.
I am learning to recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*
❑ I can identify the sounds for common vowel teams.
❑ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
❑ I can read words containing irregular vowel patterns.
❑ I can spell words containing irregular vowel patterns.

Lesson/Activity:
Unit 6 Week 3 Day 2
TE pages 40-43
Vowel Team /ô/: aw, au, al, (w)a
Word Study Resource Book, p. 71
My Word Study, Volume 2, p. 09

Read HFWs: music, night, old, picture, sentence, spell, thought together, while, world

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SC: *I will know I am successful when…*
-I can find 10 more or 10 less of a given number on a place value chart.
-I can find 10 more or 10 less of a given number on a number line.
-I can find 10 more or 10 less of a given number using mental strategies.
-I can find 100 more or 100 less of a given number on a place value chart.
-I can find 100 more or 100 less of a given number on a number line.
-I can find 100 more or 100 less of a given number using mental strategies.

Lesson/Activity:
Lesson 2-Mentally add and subtract multiples of 10 and 100 with unknowns in various positions.
Materials: Copy and cut 2 sets of Equal Expressions cards from the TE.

Fluency:
Whiteboard Exchange-Use the Arrow Way to Subtract: Students complete a result unknown equation by using the arrow way.

SC: *I will know I am successful when I can…*
❑ I can define scarcity.
❑ I can define opportunity costs.
❑ I can give personal examples of opportunity costs.

Lesson/Activity:
Read Aloud: Alexander, Who Used to be Rich Last Sunday by Judith Viorst

The student will understand that because people cannot have everything they want, they have to make choices.

Why do you make economic choices?
   a. How do you decide how to spend your money?
   b. What is scarcity and when does it occur?
   c. How does scarcity affect our lives?
   d. What opportunity costs are there to economic choices?

Students will complete the attached scarcity activity independently or with a partner.

Strategy: Using Adverbs in Sentences

1. Find the verbs in your sentence.
2. Do you want to tell when, where, how, or how often? Add an adverb.
3. Use your resources to find an adverb that fits.
4. Try out the adverb and see how it fits in your sentence.

Vowel Team /ô/: aw, au, al, (w)a
- Blend and Build Words
- Read Interactive Text "Rumpelstiltskin"
- Spelling
- High-Frequency Words
- Share and Reflect

$46 - 20 = \underline{26}$

$46 \xrightarrow{-20} 26$

Repeat with the following:

| 146 – 20 = 126 | 146 – 120 = 26 | 75 – 30 = 45 | 175 – 30 = 145 | 175 – 130 = 45 |

Whiteboard Exchange-Interpret Number Bonds: Students write and complete an equation to represent a number bond.

42 / \ 32 10   142 / \ 132 10

42 – 32 = 10   142 – 132 = 10

Repeat with the following:

76 / \ 20 56   176 / \ 20 156   98 / \ 40 58   198 / \ 40 158

76 = 56 + 20   176 = 156 + 20   98 – 58 = 40   198 – 158 = 40

Launch:
Students use the structure of hundreds, tens, and ones to find the total efficiently.

$243 \longrightarrow 143 \longrightarrow 103$

Repeat with the following:
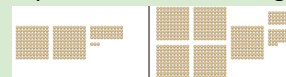
Learn:
Add and Subtract Tens and Hundreds-Students add and subtract tens and hundreds to find the unknowns in various positions.

$243 \longrightarrow 143 \longrightarrow 103 \longrightarrow 243 \longrightarrow 583$

Economic Choices Name:

Students will read each statement and determine if it is an example of scarcity.

Students will explain how they know and explain the opportunity cost.

As an extension, students could write their own scarcity situations and the opportunity costs.

				$243 \xrightarrow{-100} 143$ $143 \xrightarrow{-40} 103$ $103 \xrightarrow{+140} 243$ $243 \xrightarrow{+340} 583$ Equal Expressions Game-Students add and subtract tens and hundreds to find the unknown to make equal expressions. Gradual release to the Problem Set. Land/Debrief: Mentally add and subtract multiples of 10 and 100 with unknowns in various positions. Students complete and turn in Exit Ticket 2 for a formative grade.	

Wednesday - <mark>Valentine's Day Celebration!</mark>

| Standard(s): **ELAGSE2L1e** **ELAGSE2L6**

 LT: I am learning to use adjectives and adverbs correctly when speaking | Standard(s): **ELAGSE2RL9**

 LT: I am learning to compare (same) and contrast (different) two stories from different cultures. | Standard(s): **ELAGSE2W5**

 LT: I am learning to focus on a topic in my writing.

 SC: *I know I am successful when:* | Standard(s): **ELAGSE2RF3** **ELAGSE2RF4**

 LT: I am learning to read and spell words with vowel teams.
 I am learning to identify words that do not follow | Standard(s): **2.NR.2.4**

 LT: We are learning to add and subtract within 100.

 SC: *I will know I am successful when…* | Standard(s): **SS2E1**

 LT: I am learning about scarcity and opportunity costs.

 SC: *I will know I am* |

or writing.
I am learning to use new words and phrases to show what I know.

SC: *I know I am successful when:*
❑ I can define an adverb.
❑ I can identify an adverb.
❑ I can use adverbs to describe actions.

Lesson/Activity:
Week 3 Day 13
Explore: Write Well: Pairing Verbs & Adverbs Lesson 13, TE pgs. 187-188

Explore
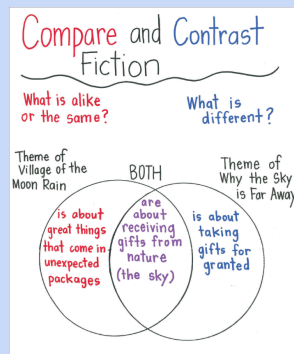
Write Well: Pairing Verbs and Adverbs

Partnerships create sentences using adverbs and verbs in different tenses, mixing and matching, and adding some of their own words.

SC: *I know I am successful when:*
❑ I can identify the theme of a story.
❑ I can compare and contrast texts from different cultures.
❑ I can compare and contrast the theme of two different stories.

Lesson/Activity:
Unit 6, Lesson 13, TE pages 106-109.

Compare and Contrast Fiction
What is alike or the same?
What is different?
Theme of Village of the Moon Rain
BOTH
Theme of Why the Sky is Far Away
is about great things that come in unexpected packages
are about receiving gifts from nature (the sky)
is about taking gifts for granted

❑ I will identify a clear topic (not too broad or too narrow).
❑ I can sketch an idea for a poem.
❑ I will try out different speakers for my poem.
❑ I will write text of a length appropriate to address the topic.

Lesson/Activity:
Volume 4, Session 5: Trying out speakers TE pages 32-35.

Strategy: Finding a Speaker
1. Look at your sketch for ideas about speakers.
2. Think of anything your sketch reminds you of—it could be a story or another subject.
3. Use your ideas to try out some new speakers.
4. Choose the speaker you want for your poem.
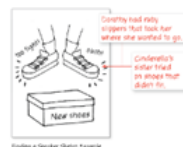
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regular spelling patterns (inconsistent) but have common spelling-sound correspondences.
I am learning to recognize and read grade-appropriate irregularly spelled words.

SC: *I know I am successful when:*
❑ I can identify the sounds for common vowel teams.
❑ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
❑ I can read words containing irregular vowel patterns.
❑ I can spell words containing irregular vowel patterns.

Lesson/Activity:
Unit 6 Week 3 Day 3
TE pages 44-47
Vowel Team /ô/: aw, au, al, (w)a
Word Study Resource Book, p. 72-73
My Word Study, Volume 2, p. 10

Practice HFWs:
*music, night, old, picture, sentence, spell, thought together, while, world*

-I can add or subtract numbers within 100 using place value strategies.
-I can add or subtract numbers within 100 using properties of operations.
-I can add or subtract numbers within 100 using the relationship between addition and subtraction.
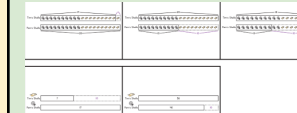
Lesson/Activity:
Lesson 3-Solve multi-step word problems and reason about equal expressions.

Fluency:
Choral Response: Interpret Tape Diagrams- Students determine which collection has fewer and how many fewer.

Tim's Shells
Pam's Shells
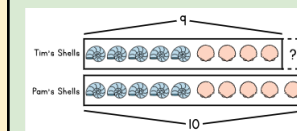
Repeat with the following:

Beep Counting: 10 More, 10 Less- Students complete a number sequence to build fluency with mentally adding or subtracting 10.

659, 669, __679__

Repeat with the following:

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successful when I can…
❑ I can define scarcity.
❑ I can define opportunity costs.
❑ I can give personal examples of opportunity costs.

Lesson/Activity:
Read Aloud: The Doorbell Rang by Pat Hutchins

Valentine's Day Celebration!
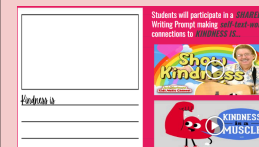
THE DAY THE DOORBELL RANG
Valentine's Day Celebration!

Students will share love & kindness throughout the classroom.

Kindness

Students will participate in a **SHARED** Writing Prompt making self-text-world connections to **KINDNESS IS…**

Kindness is
KINDNESS MUSCLE

Adverbs and Verbs Word Cards

constantly	sometimes	near
kindly	outside	happily
quickly	sleepily	mysteriously
soon	peacefully	fast
ate	slept	dance
study	run	slid
agreed	write	wash
acted	dressed	will run

Vowel Team /ô/: aw, au, al, (w)a
- Read Accountable Text "The Legend of the Talking Feather"
- Spelling
- High-Frequency Words
- Share and Reflect

Whiteboard Exchange: Use the Arrow Way to Subtract- Students complete a result unknown equation by using the arrow way.

57 – __20__ = 37

$57 \xrightarrow{-\ 20} 37$

Repeat with the following:

157 – 20 = 137	157 – 120 = 37	86 – 40 = 46	186 – 40 = 146	186 – 140 = 46

Launch:
Students use place value understanding to find the unknown and reason about part-total relationships.

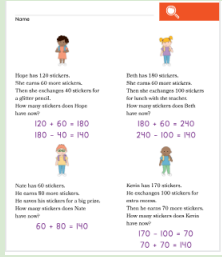| 27 + _____ = 57	457 = _____ + 427
417 + _____ = 717	417 + _____ + 10 = 457

Learn:
Solve a Multi-Step Word Problem- Students draw a model and write equations to represent and solve a multi-step word problem.

Imani has two bins of beads to make bracelets.
One bin has 120 beads and the other bin has 150 beads.
There are 80 red beads, 120 blue beads, and the rest of the beads are white.
How many white beads does Imani have?

Problem Solving and Equal Expressions- Students work in groups to solve a two-step word problem and create equal expressions.

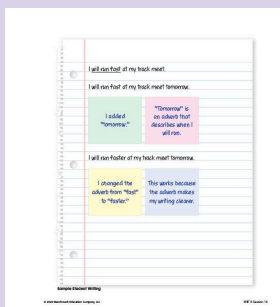|					
				Gradual release to the Problem Set. Land/Debrief: Solve multi-step word problems and reason about equal expressions. Students will complete and turn in Exit Ticket 3 for a formative grade.	

Thursday

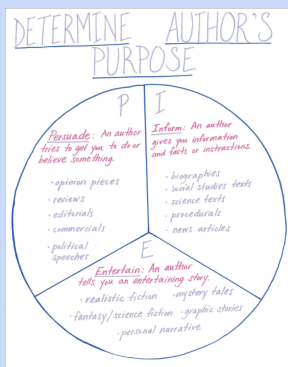| Standard(s): **ELAGSE2L1e** **ELAGSE2L6** LT: I am learning to use adjectives and adverbs correctly when speaking or writing. I am learning to use new words and phrases to show what I know. SC: *I know I am successful when:* ❏ I can define an adverb.	Standard(s): **ELAGSE2RI6** LT: I am learning to identify the author's main purpose of a text based on what the author wants to answer, explain, or describe. SC: *I know I am successful when:* ❏ I can define the author's purpose. ❏ I can use the facts from the text to support what the author wanted to answer, explain, or	Standard(s): **ELAGSE2W3** **ELAGSE2W5** LT: I am learning to focus on a topic in my writing and include details to describe actions, thoughts, and feelings. SC: *I know I am successful when:* ❏ I will identify a clear topic (not too broad or too narrow). ❏ I can determine a	Standard(s): **ELAGSE2RF3** **ELAGSE2RF4** LT: I am learning to read and spell words with vowel teams. I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to recognize and read grade-appropriate irregularly spelled words.	Standard(s): **2.NR.2.4** LT: We are learning to add and subtract within 100. SC: *I will know I am successful when…* -I can add or subtract numbers within 100 using place value strategies. -I can add or subtract numbers within 100 using properties of operations. -I can add or subtract numbers within 100 using the relationship between addition and subtraction.	Standard(s): **SS2E1** LT: I am learning about scarcity and opportunity costs. SC: *I will know I am successful when I can…* ❏ I can define scarcity. ❏ I can define opportunity costs. ❏ I can give personal examples of opportunity costs. Lesson/Activity: *Read Aloud:*

Column 1

❏ I can identify an adverb.
❏ I can use adverbs to describe actions.

Lesson/Activity:
Week 3 Day 14
Explore: Write Even Better: Creating Stronger Verb/Adverb Pairings Lesson 14, TE pgs. 189-190

Column 2

describe.

Lesson/Activity:
Unit 6, Lesson 14, TE pages 110-113.
Unit 6 Assessment

DETERMINE AUTHOR'S PURPOSE

Persuade: An author tries to get you to do or believe something.
- opinion pieces
- reviews
- editorials
- commercials
- political speeches

Inform: An author gives you information and facts or instructions.
- biographies
- social studies texts
- science texts
- procedurals
- news articles

Entertain: An author tells you an entertaining story.
- realistic fiction
- mystery tales
- fantasy/science fiction
- graphic stories
- personal narrative

Column 3

speaker for my poem.
❏ I can develop the speaker's point of view through thoughts, actions, and feelings.

Lesson/Activity:
Volume 4, Lesson 6,:
Writing from your speakers point of view
TE pages 36-39.

Strategy: Writing from a Point of View
1. Look at a sketch of your speaker. Draw one if you need to.
2. Think about your speaker's thoughts and feelings and about what they care about.
3. Add a speech bubble to your sketch.
4. Start drafting your poem.

Column 4

SC: *I know I am successful when:*
❏ I can identify the sounds for common vowel teams.
❏ I can identify irregular vowel patterns (aw, ow/ou, oy/oi).
❏ I can read words containing irregular vowel patterns.
❏ I can spell words containing irregular vowel patterns.

Lesson/Activity:
Unit 6 Week 3 Day 4
TE pages 48-49
Vowel Team /ô/: aw, au, al, (w)a
Word Study Resource Book, p. 72-73
My Word Study, Volume 2, p. 10

Read HFWs:
music, night, old, picture, sentence, spell, thought together, while, world

Vowel Team /ô/: aw, au, al, (w)a
- Read Multisyllabic Words
- Decode by Analogy
- Read Accountable Text "The Legend of the Talking Feather" and/or "No Small Trick"
- Share and Reflect

If time permits,
Unit 6 Week 3 Day 5

Column 5

Lesson/Activity:
Lesson 4- Represent and solve *compare with bigger unknown* word problems.

Fluency:
Beep Counting: 100 More, 100 Less- Students complete a number sequence.

500, 600, _700_

Repeat with the following:

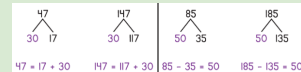| 813, 713 | 206, 306, 406 | 7 , 107, 207 | 900, 800, 700 | 645, 745, 845 | 283, 183, 83 | 206, 106, 6 |

Whiteboard Exchange: Interpret Number Bonds- Students write and complete an equation to represent a number bond.

24 / 4 20
124 / 104 20
24 − 4 = 20   124 − 104 = 20

Repeat with the following:

47 / 30 17
147 / 30 117
85 / 50 35
185 / 50 135
47 − 17 = 30   147 − 117 = 30   85 − 35 = 50   185 − 135 = 50

Choral Response: Interpret Tape Diagrams- Students determine which tape diagram represents fewer and how many fewer.

Tim's Shells   20
Pam's Shells   10   ?

Repeat with the following:

Launch:
Students compare two pictures and reason about the relationship between

Column 6

The student will understand that some things will change over time, while other things will stay the same.

How has Martin Luther King, Jr. and Jackie Robinson's work influenced civil rights for all Americans?
a. In what ways have schools, sports, and public places changed since the days of Dr. King and Jackie Robinson?
b. What kinds of struggles did African-Americans have in the days of Dr. King that they may not have today?
c. What are some rights and freedoms that you have today that your parents and grandparents may not have had?

more and fewer.

Beth's Buttons   Tim's Buttons

What do you notice?
What do you wonder?

Learn:
Use a Tape Diagram to
Model *Compare with
Bigger Unknown*- Students
draw tape diagrams to
reason about the
relationships between
numbers in *compare with
bigger unknown* word
problems.

Beth has 152 buttons. She has 100 fewer buttons than Tim.

How many buttons does Tim have?

Solve a Compare with
Bigger Unknown Word
Problem- Students draw a
tape diagram to represent
a *compare with bigger
unknown* word problem.
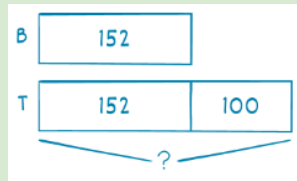
Gradual release to the
Problem Set.

Land/Debrief:
How does a tape diagram
help us understand
comparison word
problems? How does
understanding the
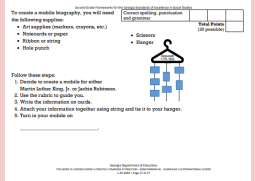
Students may create a
biography mobile about
Martin Luther King, Jr.
or Jackie Robinson.

Students should include
at least five major
events in King or
Robinson's life.

The mobile should also
include how people
were treated and how
schools, sports, and
public places were
different in Georgia
during the Civil Rights
Movement.

Students could work
independently or with a
partner on this activity.

| | | | | part-total relationship help us understand how to solve compare problems?

Students will complete and turn in Topic Ticket A for a summative grade. | |

Friday - <mark>Parent/Teacher Conferences</mark>

| **No School/Teacher Work Day** | **No School/Teacher Work Day** | **No School/Teacher Work Day** | **No School/ Teacher Workday** | **No School/ Teacher Workday** | **No School/ Teacher Workday** |