|  |  |  |  |
| --- | --- | --- | --- |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** |
| **Spelling A-Z Activities** | **Spelling A-Z Activities** | **Spelling A-Z Activities** | **Spelling A-Z Activities** |
| **Morning Meeting/Calendar** | **Morning Meeting/Calendar** | **Morning Meeting/Calendar** | **Morning Meeting/Calendar** |
| **Phonics**  **Pattern of Study:** Short A and I (Tara West Week 1 pages 15-44)  **Activity:** Write School and Home Lists  **Phonics:** Introduce weekly word cards and make skill anchor chart. build words. Assign independent practice sheet 1.  **Standards**:RF.2.3 | **Phonics**  **Activity:** Spelling City Assignments  **Phonics:** Review weekly word cards and skill anchor chart. Introduce weekly fluency strategy activity and independent practice sheet 2.  **Standards**:RF.2.3 | **Phonics**  **Activity:** Spelling City Assignments  **Phonics:** Review weekly word cards and skill anchor chart. Introduce skill focus weekly passage and word stacker activity. Assign independent practice sheet 3.  **Standards**:RF.2.3 | **Phonics**  **Activity:** Spelling/Word Wall Assessments  **Phonics:** Complete weekly skill assessment and independent skills application.  **Standards**:RF.2.3 |
| **Reading Workshop/Centers**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** Picking a Just Right Book (Lesson 1)  **Standards**:RF.2.4 | **Reading Workshop/Centers**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** Reading is Thinking (Lesson 2)  **Standards**:RF.2.4 | **Reading Workshop/Centers**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** How Books Make Us Feel (Lesson 3)  **Standards**:RI.2.1 | **Reading Workshop/Centers**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** Listening and Talking About Books (Lesson 4)  **Standards**:RI.2.1 |
| **Reading--DIBELS Assessments** | | | |
| **Grammar**  **Focus Area:** Sentences  **Activity:** What is a Sentence? Define a sentence and sort examples. Read The No-Good, Rotten, Run-On Sentence  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Sentences  **Activity:** What is a subject/predicate? Review parts of a complete sentence. Define subject/predicate. Brainstorm subjects/predicates.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Sentences  **Activity:** Subjects/Predicates. Review subjects/predicates. Identify subjects/ predicates in sentences.  **Standards**:L.1.1.B | **Grammar**  **Sentence Fixers:** Sentences  **Grammar Review Centers:** Is it a sentence? Determine if a group of words is a complete sentences or a fragment.  **Standards**:L.1.1.B |
| lunch recess | lunch recess *w/ duty* | lunch recess | lunch recess |
| lunch | **lunch** | lunch | lunch |
| **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** Keeping a Writer’s Notebook (Lesson 1)  **Standards**:W.2.5 | **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** Planting Seeds as Writers Notebook (Lesson 2)  **Standards**:W.2.5 | **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** Planting Seeds as Writers Part 2 (Lesson 3)  **Standards**:W.2.8 | **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** Exploring Prewriting Seeds (Lesson 4)  **Standards**:W.2.3 |
| **Math Workshop**  **Module 3 Lesson 1 Topic A:** Forming Base Ten Units of Ten, a Hundred, and a Thousand **Objective:**WALT Bundle and count ones, tens and hundreds to 1,000 **Daily Fluency Review:** -Meter Strip Subtraction: Taking Multiples of 10 from Numbers Within 10 to 100 (5 min) -Skip-Count Up and Down by Fives on the Clock (11 min) -Happy Counting: Up and Down by Ones from 95-121 (2 min) -Skip-Count by Tens: Up and Down Crossing 100 (2 min) **Background knowledge and Introduction:**SW review using meter strips, to move to working with abstract number line: the clock. Mini Lesson: SW sit in a U shape or circle on the carpet and count using various strategies, to make counting more efficient (by 2's, 5's, 10's 1's) SW complete the Problem Set (10 min) **Debrief Questions:** -How do we say 3 tens, 5 ones? -What are the different units in the number 435, from largest to smallest? -How many units of 1 are in 1 ten? -How many units of 10 are in 1 hundred? -How many units of 100 are in 1 thousand? **Exit Ticket**  **Standards:** 2.NBT.1 | **Math Workshop**  **Module 3 Lesson 2 Topic B:** Understanding Place Value Units of One, Ten, and a Hundred **Objective:**WALT Count up and down between 100 and 220 using ones and tens **Daily Fluency Review:** -Meter Strip Subtraction: Taking Multiples of 10 from Numbers Within 10 to 100 (5 min) -Measure and Compare (6 min) -Skip-Count Up and Down by Fives on the Clock (4 min) -Counting with Ones, Tens, and Hundreds: 0-1,000 (4 min) **Background knowledge and Introduction:**SW review the sequence demonstrated in Lesson 1 to match students' ability level. SW add a new level of complexity to the work to keep students challenged and engaged and adapt the vignette demonstrated in Lesson 1 **Mini Lesson:**SW complete the Application Problem (8 min) "Ben and his dad have sold 60 chocolate chip cookies at the school bake sale. If they baked 100 cookies, how many cookies do they still need to sell? SW count from 100 to 110, to 100 to 200, and 100 to 1,000. SW complete the Problem Set (10 min) **Debrief Questions:** -Can you explain your thinking? -What benchmark number would help you count from 85-120? -Why is 90 a benchmark number? -What benchmark number would you use if you were counting from 156 to 200? **Exit Ticket**  **Standards:** 2.NBT.1, 2.NBT.2 | **Math Workshop Module 3 Lesson 3 Topic B:** Understanding Place Value Units of One, Ten, and a Hundred **Objective:**WALT Count up and down between 90 and 1,000 using ones, tens and hundreds **Daily Fluency Review:** -Sprint: Differences to 10 with Teen Numbers (8 min) -Counting with Ones, Tens and Hundreds from 0 to 1,000 (4 min) **Background knowledge and Introduction:** SW review counting up and down larger sequence of numbers. SW complete the Problem Set (10 min) **Mini Lesson:**SW complete the Application Problem (10 min) "Kinnear decided that he would bike 100 miles this year. If he has biked 64 miles so far, how much farther does he have to bike?" SW review their solutions for the Problem Set. They will work by comparing answers with a partner before going over answers as a class **Debrief Questions:** -How many hundreds do we count to get from 100 to 300? -Can your counting help you to solve the problem about Kinnear? -What if Kinnear had only gone 90 miles? How far would he still have to go to bike 1,000 miles? **Exit Ticket**  **Standards:** 2.NBT.1, 2.NBT.2 | **Math Workshop Module 3 Lesson 4 Topic C:** Three-Digit Numbers in Unit, Standard, Expanded, and Word Forms **Objective:** WALT Count up to 1,000 on the place value chart **Daily Fluency Review:** -Sprint: Adding to the Teens Sprint (10 min) -Exchange to Get to 50 ( 5 min) **Background knowledge and Introduction**: SW review identifying each type of block using the new terminology, instead of base ten blocks **Mini Lesson:**SW solve the Application Problem (7 min) "At his birthday, Joey got $100 from each of his two grandmothers, $40 from his dad, and $5 from his little sister. How much money did Joey get for his birthday?" SW count up to 10 by ones, to 100 by tens and to 1,000 by hundreds on the place value chart (3 min) SW complete the Problem Set (10 min) **Debrief Questions:** -Can you write the numbers that tell the way you counted?  -Where did you bundle a new unit in each count? -What is the value of what I counted on from 476 to get to 600? -Do you think there are other pairs of numbers from 476 and 600 where the count is 124 between them? **Exit Ticket**  **Standards:** 2.NBT.1, 2.NBT.2, 2.NBT.3 |
| recess | recess*w/ duty* | recess | recess |
| **Science**  **Unit of Study:** What is a Scientist  **Lesson Concepts/Page Numbers:**   * What is a Scientist—What Does a Scientist Do?   **Lesson Materials:**   * What is a Scientist Booklet (SmartBoard)   **Lesson Activities:**   * Brainstorm “What is a Scientist” and add to class chart * Read and Discuss slides 2-17 * Add to “What is a Scientist” chart * Complete wkst and questions (slide 18) in groups and discuss   **Standards:** Review and Introduce | **Science**  **Unit of Study:** Scientific Method  **Lesson Concepts/Page Numbers:**   * What is the Scientific Method   **Lesson Materials:**   * What is a Scientist Booklet (SmartBoard)   **Lesson Activities:**   * Read and Discuss slide 19 * Watch video on scientific method and list scientific method steps on class chart * Complete wkst and questions (slide 19 and 20) in groups and discuss   **Standards:**  Review and Introduce | **Science**  **Unit of Study:** Types of Scientists  **Lesson Concepts/Page Numbers:**   * What is the Scientific Method   **Lesson Materials:**   * What is a Scientist Booklet (SmartBoard)   **Lesson Activities:**   * Read and Discuss slide 21 * Watch video on types of scientists create class chart * Complete wkst and questions (slide 22) in groups and discuss   **Standards:**  Review and Introduce | **Science**  **Unit of Study:** What is a Scientist  **Lesson Concepts/Page Numbers:**   * What is a Scientist—Review   **Lesson Materials:**   * What is a Scientist Booklet (SmartBoard)   **Lesson Activities:**   * Review “What is a Scientist”, Scientific Method, and Types of Scientists * Review class charts * Complete Scientist Tab-It   **Standards:**  Review and Introduce |
| **Closing** | **Closing** | **Closing** | **Closing** |