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| **MONDAY** | **TUESDAY** |
| **Spelling A-Z Activities** | **Spelling A-Z Activities** |
| **Morning Meeting/Calendar** | **Morning Meeting/Calendar** |
| **Spelling/Phonics**  **Pattern of Study:** Review  **Activity:** Spelling City Review Games  **Phonics:** Assign independent review sheet 1.  **Standards**:RF.2.3 | **Spelling/Phonics**  **Activity:** Spelling City Assignments  **Phonics:** Assign independent review sheet 2.  **Standards**:RF.2.3 |
| **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T384-385). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Families Working Together (Anthology 104-107)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre—Expository Text and Make Predictions Model Close Reading Routine (T431A) * Model and Practice siting text evidence * Model and practice comprehension Strategy—Key Details Ask/Answer Questions, Author’s Purpose T398-T399, T413A-413D)   **Standards:** RF2.4, RI2.1, RI22, | **Reading Workshop**  Introduce vocabulary words and meanings (T384-385). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Families Working Together (Anthology 104-107)  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, siting text evidence, author’s purpose, connections, retell)   **Standards:** RF2.4, RI2.1, RI22, |
| **Math Workshop**  **Module 4 Lesson 9 Topic B:** Strategies for Composing a Ten **Objective:**SW use math drawings to represent the composition when adding a two-digit to a three digit addend **Daily Fluency Review:** -Place Value Practice -Sprint: Sums to the Teens **Background knowledge and Introduction:** SW apply knowledge of place value concepts from Module 3 to prepare students for today's lesson **Mini Lesson:**SW complete the Application Problem, "Maria spilled a box of paper clips. They landed on her desk and on the floor. 20 of them landed on her desk.  Five more fell on the floor than landed on her desk. How many paper clips did she spill? SW complete the Problem Set. SW learn to make math drawings to represent the vertical form, it is important to teach precision: aligning digits in their proper place, drawing plave value disks in clear 5-groups, and showing new groups below in the correct place **Debrief Questions:** -Explain to your partner how you solved Problem 1, Parts (a) and (b). What siginificant differences do you notice about the place value charts for these two problems? -For Problem 1, Part (c), use place value language to explain to your partner how you solved using the algorithm and how you showed the steps on your model. -One student's answer for Problem 1, Part (d), 57+138 was 285. What mistake did he make in using the algorithm? -For Problem 2, how did having a three-digit addend (as opposed to two-digit) change the way you solved the problem? -How are your math drawings today different from the ones you made yesterday? How are the problems different? **Exit Ticket:**  **Standards:** 2.NBT.7, 2.NBT.9, 2.OA.1, 2.NBT.5 | **Math Workshop**  **Module 4 Lesson 10 Topic B:** Strategies for Composing a Ten **Objective:**SW use math drawings to represent the composition when adding a two-digit to a three digit addend **Daily Fluency Review:** -Compensation -Sprint: Subtraction from Teens **Background knowledge and Introduction:**SW review the mental math strategy taught in Lesson 4, which was to use compensation by breaking apart one addend to make the other addend into multiple of 10 and, therefore, easier to add mentally.**Mini Lesson:**SW complete the Application Problem, "Moises sold 24 raffle tickets on Monday and 4 fewer tickets on Tuesday. How many tickets did he sell in all on both day? SW complete the Problem Set. SW continue using place value models to help students understand the quantities involved in vertical form. As this understanding deepens, students no longer need to use models; they will be able to solve with numbers alone. **Debrief Questions:** -When you used the chip model for Problem 1, Part (a), how did you know whether or not to bundle a new unit of ten? -For Problem 1, Part (b), where did you write the new ten in vertical form? How did it match your chip model? -For Problem 1, can you tell if you will need to bundle ones just by looking at the digits in the ones place? What mental strategy helps you to know? (Partners to ten) -For Problem 1, Part (d), does it matter what number you draw first on your place value chart? Why not? Does adding a three-digit number change how you add? -Look at Problem 1, Part (e). Think of the word renaming. How did we use bundling to rename the solution? Use place value language (i.e., hundreds, tens, and ones) to explain. **Exit Ticket:**  **Standards:** 2.NBT.7, 2.NBT.9, 2.OA.1, 2.NBT.5 |
| **Grammar**  **Focus Area:** Past-Tense Verbs  **Activity:** Review Verbs and Past-Tense Verbs. Complete (Thanksgiving From Present to Past)  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area:** Past-Tense Verbs  **Activity:** Review Verbs and Past-Tense Verbs. Complete worksheet (Thanksgiving Let’s Change the Tense).  **Standards**:L.1.1.B, L.2.2 |
| lunch recess | lunch recess *w/ duty* |
| lunch | **lunch** |
| **Social Studies**  **Unit of Study:** Native Americans  **Lesson Concepts/Page Numbers:**   * Changing Communities/Pages 54-57   **Lesson Materials:**   * Student Books, Online Resources   **Lesson Activities:**   * Introduce essential question and discuss. * Read and discuss pages 54-57. Complete active reading prompts.   Identify changes that took place when immigrants moved to America  Add to compare/contrast chart on page 26-27  **Standards:** 2.H.1.1, 2.H.1.2, 2.H.2.1 | **Early Dismissal--Noon** |
| **Read Aloud/Snack** |
| recess |
| **Thanksgiving Writing and Art—What Are We Thankful For?** |
| **Closing** |