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| **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** |
| **Spelling/Phonics**  **Pattern of Study:** Compound Words (Tara West Week 15 ( pages 444-504)  **Activity:** Write School to Home Lists  **Phonics:** Introduce weekly word cards and make skill anchor chart. build words. Assign independent practice sheet 1.  **Standards**:RF.2.3 | **Spelling/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 | **Spelling/Phonics**  **Activity:** Spelling City Assignments  **Phonics:** Review weekly word cards and skill anchor chart. Assign independent practice sheet 3.  **Standards**:RF.2.3 | **Spelling/Phonics**  **Activity:** Spelling/Word Wall Assessments  **Phonics:** Complete weekly skill assessment and independent skills application.  **Standards**:RF.2.3 |
| **Reading Workshop/Centers**  **Leveled/Decodable Readers**  **Phonics Skill Work**  **Comprehension Journal**  **Standards**:RI.2.1 | **Reading Workshop/Centers**  **Leveled/Decodable Readers**  **Phonics Skill Work**  **Comprehension Journal**  **Standards**:RI.2.1 | **Reading Workshop/Centers**  **Leveled/Decodable Readers**  **Phonics Skill Work**  **Comprehension Journal**  **Standards**:RI.2.1 | **Reading Workshop/Centers**  **Leveled/Decodable Readers**  **Phonics Skill Work**  **Comprehension Journal**  **Standards**:RI.2.1 |
| **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T200-201, 212-213). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Lighting Lives (T203-205, Wksp 214-219).  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T200) * Identify Genre- Narrative Nonfiction (T218). Review nonfiction text features. * Model Close Reading Routine (T203-205) and Read together/discuss * Model and practice comprehension Strategy—Ask/Answer Questions, Author’s Purpose (T214-215, T216-217)   **Standards:** RF.2.4, RI2.1, RI.2.4, RI.2.5, RI.2.6, RI.2.8, | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T200-201, 212-213). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Biblioburro (Anthology 256-277)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre—Narrative Nonfiction and Make Predictions Model Close Reading Routine (T231A) * Model and Practice siting text evidence * Model and practice comprehension Strategy—Plot Retell Ask/Answer Questions, Author’s Purpose T216-217, T231A-231L)   **Standards:** RF.2.4, RI2.1, RI.2.4, RI.2.5, RI.2.6, RI.2.8, | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T200-201, 212-213). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Biblioburro (Anthology 256-277)  **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:** RF.2.4, RI2.1, RI.2.4, RI.2.5, RI.2.6, RI.2.8, | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T200-201, 212-213). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Biblioburro (Anthology 256-277) and The Enormous Turnip (278-279)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Folktale and Make Predictions Model Close Reading Routine (T237A) * Model and practice comprehension Strategy—Plot Retell Ask/Answer Questions, Author’s Purpose T216-217, T231A-231L) * Model and Practice siting text evidence   **Standards:** RF.2.4, RI2.1, RI.2.4, RI.2.5, RI.2.6, RI.2.8, |
| **Grammar**  **Focus Area:** Possessive Nouns  **Activity:** What are possessive nouns? Watch BrainPOP video. Complete wkst together and glue in grammar journal.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Possessive Nouns  **Activity:** Review definition of a possessive noun. Discuss rules for making possessives. Complete wkst together and glue in grammar journal.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Possessive Nouns  **Activity:** Review definition of a possessive noun. Discuss rules for making possessives. Assign WKST (Possessive Nouns)  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Possessive Nouns  **Activity:** Review definition of a possessive noun. Discuss rules for making possessives. Assign WKST (Possessive Noun Search)  **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: Personal** Narratives  **Mini-Lesson:** Editing, Revision, Publishing  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Editing, Revision, Publishing  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Editing, Revision, Publishing  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Editing, Revision, Publishing  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 4 Lesson 11 Topic C:** Strategies for Decomposing a Ten **Objective:**SW represent subtraction with and without the decomposition of 1 ten as 10 ones with manipulatives **Daily Fluency Review:** -2 Less -Using 10 to Subtract -Subtract Common Units **Background knowledge and Introduction:** SW review the first-grade skill of counting up and down to 10 to subtract gives students a mental stratefy to subtract fluently. SW review subtracting common units, which prepares students for understanding the importance of the subtraction algorithm **Mini Lesson:**SW complete the Application Problem, "Shelby picks 35 oranges. 5 are rotton. How many of Shelby's oranges are not rotton? Rosa picks 35 oranges, too, but 6 are rotton. How many of Rosa's oranges are not rotton? SW complete the Problem Set. SWcontinue using place value chart using the value disks **Debrief Questions:** -How did the sequence in Problem 1(a) help you to solve 38-9 mentally? Did you need to decompose a ten to solve? -Look at Problem 2. How could you avoid the extra work of modeling the problems in the second column? Use the words more or less to describe how the second column relates to the first one. -Explain to your partner how to solve Problem 3. Did you need to unbundle a ten to solve? How did you know? -For problem 4, did you decompose a unit of ten? Could you have solved this problem differently? -How do you know when you must unbundle a ten to subtract? Must you always unbundle when solving a problem like 86-39? **Exit Ticket:**  **Standards:** 2.OA.1, 2.NBT.7, 2.NBT.9, 2.NBT.5 | **Math Workshop**  **Module 4 Lesson 12 Topic C:** Strategies for Decomposing a Ten **Objective:**SW relate manipulative representations to a written method **Daily Fluency Review:** -Using 10 to subtract -Get the Ten Out to Subtract -How many more Tens **Background knowledge and Introduction:**SW practice taking out ten and subtracting to prepare for unbundling a ten in today's lesson. SW practice adding and subtracting multiples of 10 prepares students for the lesson **Mini Lesson:**SW complete the Application Problem, "Barb has a bag of 34 cherries. She eats 17 cherries for a snack. How many cherries does she have left?  SW complete the Problem Set. SW complete subtraction problems using number bonds, place value disks and solving problems vertically **Debrief Questions:** -How did unbundling a ten help you to solve Problem 1(b)? -How did you solve Problem1(c)? How di you se the place value disks on the chart to show decomposing a ten? -Explain to your partner how you used place value disks to solve Problem 1(d). How did your work with the place value disks match the vertical form? -How did you solve Problem 1(e) using place value disks and the vertical form? How could you have solved this problem differently using a simplifying strategy? -For Problem 2, explain to your partner how you know who is correct, Terry or Pam? -How does Problem 3(a) help us to solve Problem 3(b) **Exit Ticket:**  **Standards:** 2.OA.1, 2.NBT.7, 2.NBT.9, 2.NBT.5 | **Math Workshop**  **Module 4 Lesson 13 Topic C:** Strategies for Decomposing a Ten **Objective:**SW use math drawings to represent subtraction with and without decomposition and relate drawings to a written method **Daily Fluency Review:** -Subtraction from Tens -Sprint: Subtraction Patterns **Background knowledge and Introduction:**SW complete the fluency activity, which prepares students for this lesson's sprint and allows them to see how their take from ten facts help them to solve many problems **Mini Lesson:**SW complete the Application Problem, "Mrs. Beachy went shopping with $42. She spent $18. How much money did she have left? SW complete the Problem Set. SW continue solving subtraction problems using the vertical form **Debrief Questions:** -For Problem 1(a), did you decompose a ten? Why? Then how many ones did you have? How many tens were left? -Explain to your partner how to solve Problem 1(c). How did you show decomposing a ten on your model and in vertical form? Could you have solved this problem mentally? -Compare Problem 1(e) and 1 (f) with a partner. How did you solve these two problems? Could you have solved Problem 1(f) without unbundling? How does it relate to Problem 1(e)? -For Problem 2, what did you need to be sure to do when solving 31-27 using vertical form? Did you solve 25-15 mentally? What was your strategy? -How did you subtract in Problem 3? What is the relationship between 78-43 and 81-46? What easy simplifying strategy could you use to answer the true/false question? **Exit Ticket:**  **Standards:** 2.OA.1, 2.NBT.7, 2.NBT.9, 2.NBT.5 | **Math Workshop**  **Module 4 Lesson 14 Topic C:** Strategies for Decomposing a Ten **Objective:**SW represent subtraction with and without the decomposition when there is a three-digit minuend. **Daily Fluency Review:** -Place Value  -Rename the Units: Choral Response -Take from the Tens or Ones **Background knowledge and Introduction:**SW practice using skills in isolation to help lay a foundation for conceptual understanding of today's lesson. SW practice knowing when and when not to unbundle a ten when subtracting **Mini Lesson:**SW complete the Application Problem, "The total length of a red string and a purple string is 73 cm. The red string is 18 cm long. How long is the purple string? SW complete the Problem Set. SW continue solving subtraction problems using the vertical form **Debrief Questions:** -Explain to your partner how you solved Problems 1(a) and (b). What significant differences do you notice about the vertical form and plave value charts for these two problems (i.e., did you have to unbundle a ten?) Why? -For Problem 1(c), use place value language to explain to your partner how your model matches the vertical form. Why does your answer include a zero in the tens place? -One student's answer for Problem 1(e), 187-49, 148. What mistake did she make in the vertical form? How would the chip model have helped her to figure out the correct answer? -For Problem 2(b), how did having a three-digit addend (as opposed to two-digit) change the way you solved the problem? -How are your math drawings and vertical forms today similar to and different from the ones you did in the last lesson? **Exit Ticket:**  **Standards:** 2.OA.1, 2.NBT.7, 2.NBT.9, 2.NBT.5 |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |
| recess | recess*w/ duty* | recess | recess |
| **Social Studies**  **Unit of Study:** People Who Supply our Goods and Services  **Lesson Concepts/Page Numbers:**   * Needs, Wants, and Choices (TG 108-111)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  - Introduce and define vocabulary (TG 108)  -Watch video on needs and wants  -Brainstorm list of needs/wants in SS Journals  -Read wb 108-111 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 111) | **Social Studies**  **Unit of Study:** People Who Supply our Goods and Services  **Lesson Concepts/Page Numbers:**   * Analyze Cost and Benefits (TG 112-113)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  - Introduce and define vocabulary (TG 112)  -Read wb 112-113 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 113) | **Social Studies**  **Unit of Study:** People Who Supply our Goods and Services  **Lesson Concepts/Page Numbers:**   * Food Producers (TG 114-117)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  - Introduce and define vocabulary (TG 114)  -Brainstorm lists of goods that exist because of farmers  -Read wb 114-117 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 117) | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |