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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:** -ed and -ing endings (Tara West Week 16 (pages 505-542)  **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 (T384-385, S244-245). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** They’ve Got the Beat (T386-387, Wksp 256-249).  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T384) * Identify Genre- Informational Text (T400). Review nonfiction text features. * Model Close Reading Routine (T386-387) and Read together/discuss * Model and practice comprehension Strategy—Ask/Answer Questions, Main Idea/Details (T396, 398)   **Standards:** RF.2.4, RI2.1,RI.2.2, RI.2.4, RI.2.5, RI.2.7, RI.2.8 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T384-385, S244-245). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Many Ways to Enjoy Music (Anthology 294-297)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre—Informational Text and Make Predictions Model Close Reading Routine (T413A) * Model and Practice siting text evidence * Model and practice comprehension Strategy—Ask/Answer Questions, Author’s Purpose T408, 413A-413D)   **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 (T384-385, S244-245). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Many Ways to Enjoy Music (Anthology 294-297)  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, siting text evidence, author’s purpose, connections, Main Idea, Details)   **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 (T384-385, S244-245). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud** Many Ways to Enjoy Music (Anthology 294-297) and A Musical Museum (298-299)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Informational Text and Make Predictions Model Close Reading Routine (T419A) * Model and practice comprehension Strategy—Ask/Answer Questions, Author’s Purpose, Main Idea, Details T419A-419B) * 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:** Review definition of a possessive noun. Discuss rules for making possessives. Assign forming possessives worksheet  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Possessive Nouns  **Activity:** Review definition of a possessive noun. Discuss rules for making possessives. Assign what does the noun own wkst  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Possessive Nouns  **Activity:** Review definition of a possessive noun. Discuss rules for making possessives. Assign complete the sentence worksheet  **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 15 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:** -Subtraction from Tens -Sprint: Two-Digit Subtraction **Background knowledge and Introduction:** SW review subtraction with unbundling to prepare students for today's lesson **Mini Lesson:**SW complete the Application Problem, "There are 136 students in the second grade at Miles Davis Elementary. 27 of them brought bag lunches to school. The rest buy the hot lunch. How many students are buying a hot lunch? SW complete the Problem Set. SW strive to understand working with bare numbers and chip models to develop conceptual understanding and procedual fluency with the vertical form **Debrief Questions:** -When you used the chip model for Problem 1(a), how did you know whether or not to decompose a ten? Was this the same in Problem 1(b)? -For Problem 1(b), where did you write the unbundled ten as ones in vertical form? How did it match your chip model? -For Problem 1(c), what number(s) did you draw on your place value chart? Why? Does subtracting from a three-digit number change how you subtract? -For Problems 1(d), and (e), can you tell if you need to decompose a ten just by looking at the digits in the ones place? Explain how you know. -Look at Problems 2(a) and (b). How did you solve these problems without using a place value chart? Did you draw a magnifying glass? What can you visualize? **Exit Ticket:**  **Standards:** 2.OA.1, 2.NBT.7, 2.NBT.9, 2.NBT.5 | **Math Workshop**  **Module 4 Lesson 16 Topic C:** Strategies for Decomposing a Ten **Objective:**SW solve one- and two-step word problems within 100 using strategies based on place value **Daily Fluency Review:** -Find the Total -Find the Difference **Background knowledge and Introduction:**SW review mental math for understanding the importance of the addition algorithm. SW review subtraction problems in sets prepares students for understanding the importance of the addition algorithm. Students subtract to solve word problems in today's lesson.  **Mini Lesson:** SW complete the Problem Set. SW strive to understand working with bare numbers and chip models to develop conceptual understanding and procedual fluency with the vertical form **Debrief Questions:** -How could you use a tape diagram to solve Problem 1? Which strategy did you use to solve? Could you have used a different simplifying strategy? -Which operation did you choose to solve Problem 2? Why? How does a tape diagram help you to show the situation? -How did you show your thinking in Problem 3? What simplifying strategy can you use to solve? Why choose that one? -Explain to your partner the steps you took to solve Problem 4. How did you represent this multi-step problem? What simplifying strategy did you use instead of unbundling a ten for the first portion of the problem? -For Problem 5, share your drawings with a partner. What did you need to know before you could figure out how many books were in the yellow bin? How did you show it? **Exit Ticket:**  **Standards:** 2.OA.1, 2.NBT.7, 2.NBT.9, 2.NBT.5 | **Math Workshop**  **Module 4 Lesson 17 Topic D:** Strategies for Composing Tens and Hundreds **Objective:**SW use mental strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten **Daily Fluency Review:** -Compensation -Rename the Units **Background knowledge and Introduction:**SW review the mental math strategy taught in lesson 4, using compensation to add the same amount to each addend. SW review foundational concepts that support today's lesson **Mini Lesson:** SW complete the Application Problem, "Erasers come in boxes of 10. Victor has 14 boxes. Gabby has 5 boxes. How many erasers does Victor have? How many erasers does Gabby have? If Gabby gets another box, how many erasers do they have in all? SW complete the Problem Set. SW do magic counting, using sticks **Debrief Questions:** -What was the total for each problem in 1(c)? What pattern do you notice? What is the relationship between the first problem and the other two problems? -For Problem 1(d), prove to your partner that 16 tens is the same as 160. Use what you know about the place value chart to support your reasoning? -How are the problems in 2(a) the same and different? What is the relationship between them? -For Problems 3(a) and (b), why do we add 6 ones first? How does adding 6 ones and then 7 tens change the totals in each problem? -Ones, tens and hundreds are part of a base ten system. Why do you think it is called base ten? What important connection did we make today between ones, tens and hundreds? **Exit Ticket**  **Standards:** 2.NBT.B.6, 2.NBT.7, 2.NBT.8, 2.NBT.9 | **Math Workshop**  **Module 4 Lesson 18 Topic D:** Strategies for Composing Tens and Hundreds **Objective:**SW use manipulatives to represent additions with two compositions **Daily Fluency Review:** -Making the Next Ten to Add -Sprint: Addition Crossing a Ten **Background knowledge and Introduction:**SW review foundational skills that lead into today's lesson. SW review completing or crossing a ten when adding a single-digit number to a two-digit **Mini Lesson:** SW complete the Application Problem, "Hailey and Gio solves 56+85. Gio says the answer is 131. Hailey says the answer is 141. Explain whose answer is correct using numbers, pictures, or words.  SW complete the Problem Set. SW solve addition problems using addends **Debrief Questions:** -Look at Problem 1(a)-(c). How do the problems in the first column help you to solve the problems in the second column? Did you need to model the problems in the second column? (Did you need to compose a ten ot a hundred?) -For Problem 2, how did you use your place value disks to determine whether the statements were true or false? -Use place value language to explain to your partner how you solved Problem 3. Did you need to compose a ten or a hundred to solve? Or, did you solve mentally? Which method is easier? -For Problem 5, share you work with a partner. Who was correct, Kim or Stacy? Defend your response. -Make a prediction. What happens when you have 10 hundreds disks? How do you know? What happens when you have 10 of a given unit? **Exit Ticket**  **Standards:** 2.NBT.B.6, 2.NBT.7, 2.NBT.8, 2.NBT.9 |
| **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:**   * Producing and Consuming Goods (TG 120-123)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  - Introduce and define vocabulary (TG 120)  -Watch video on producers and consumers  -Read wb 120-123 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 123) | **Social Studies**  **Unit of Study:** People Who Supply our Goods and Services  **Lesson Concepts/Page Numbers:**   * Challenges Producers Face (TG 124-127)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  - Introduce and define vocabulary (TG 124)  -Read wb 124-127 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 127) | **Social Studies**  **Unit of Study:** People Who Supply our Goods and Services  **Lesson Concepts/Page Numbers:**   * Unit Review (TG 131-132)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  - Review unit concepts together  -Complete unit review 131-132 in small groups | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |