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| **Wednesday** | **Thursday** | **Friday** |
| **Spelling A-Z Activities** | **Spelling A-Z Activities** | **Spelling A-Z Activities** |
| **Morning Meeting/Calendar** | **Morning Meeting/Calendar** | **Morning Meeting/Calendar** |
| **Spelling/Phonics****Pattern of Study:** Y as a long E (Tara West Week 18 (pages 573-602)**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/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 Review Activities**Decodable Readers, Leveled Readers/AR Tests, Review Comprehension Strategies |
| **Grammar****Focus Area:** Commas**Activity:** Review definition of a comma. Discuss rules for using a comma in a list. Complete Commas in a List WKST.**Standards**:L.1.1.B | **Grammar****Focus Area:** Commas**Activity:** Review definition of a comma. Discuss rules for using a comma date. Complete Commas in a Date WKST.**Standards**:L.1.1. | **Grammar****Focus Area:** Commas**Activity:** Review definition of a comma. Discuss rules for using a comma in an address. Complete Commas in an address WKST.**Standards**:L.1.1. |
| lunch recess | lunch recess *w/ duty*  | lunch recess |
|  lunch | **lunch** | lunch  |
| **Writing****Daily Writing Journal Prompts and Personal Narrative Review** |
| **Math Workshop****Module 4 Lesson 21Topic D:** Strategies for Composing Tens and Hundreds**Objective:**SW use math drawings to represent additions with up to two compositions and relate drawings to a written method**Daily Fluency Review:**-Addition Fact Flash Cards-Place Value-Rename The Units: Choral Response**Background knowledge and Introduction:**SW practice addition facts, students gain fluency adding with 20. SW practice place value skills solidifies understanding the reason for bundling. SW review foundational concepts that support today's lesson**Mini Lesson:**SW complete the Application Problem, "Katrina has 23 stickers, and Jennifer has 9. How many more stickers does Jennifer need to have as many as Katrina? SW complete the Problem Set. SW work with bare numbers and chip models to develop conceptual understanding of the algorithm when there are two compositions**Debrief Questions:**-Explain to your partner how you solved Problems 1(a) and (b). How can you tell immediately if you are going to need to bundle ones? Tens?-Could you have solved Problems 1(a) and (b) mentally? Which strategies would be easiest?-For Problem 1(c), how does knowing partners to ten help you to solve this problem?-For Problem 1(d), use plave value language to explain to your partner how your model matches the written addition.-Share your responses to Problem 2 with a partner. What does Abby understand about addition? If you were Abby's teacher, what would you focus on teaching her in the next lesson? Why?**Exit Ticket:** **Standards:** 2.NBT.B.6, 2.NBT.7, 2.NBT.8, 2.NBT.9 | **Math Workshop****Module 4 Lesson 22Topic D:** Strategies for Composing Tens and Hundreds**Objective:**SW solve additions with up to four addends with totals within 200 with and without two compositions of larger units**Daily Fluency Review:**-Addition Fact Flash Cards-Subtraction from Tens-Crossing a Ten**Background knowledge and Introduction:**SW review the take-from-ten facts to help them solve many problems. SW review crossing a ten to prepare them for making a multiple of 10 as they solve problems with up to four addends**Mini Lesson:**SW complete the Application Problem, "There are 38 apples, 16 bananas, 24 peaches, and 12 pears in the fruit basket. How many pieces of fruit are in the basket?" SW complete the Problem Set. SW look for partners to 10 ones or 10 tens to solve, using the associative property to group the numbers. Within each set of problems, encourage students to relate problems to each other**Debrief Questions:**-For Problems 1(a)-(c), how are the three columns related? How do the columns build upon each other?-In Problem 1(a), how many tens are in 125+25+17? How do you know?-In Problem 1(b), how did you group the tens and ones to solve an easy problem? What did you do with 15 ones?-In Problem 1(c), how did you change the order of the addends to make a simpler problem to solve?-How did you solve Problem 2 differently from Josh and Keith? Did you change the order of the addends? Did you make 10 ones? How about 10 tens?-Could we use the vertical method to solve these problems?**Exit Ticket****Standards:** 2.NBT.B.6, 2.NBT.7, 2.NBT.8, 2.NBT.9 | **Math Workshop****Module 4 Lesson 23Topic E:** Strategies for Decomposing Tens and Hundreds**Objective:**SW use number bonds to break apart three-digit minuends and subtract from the hundred**Daily Fluency Review:**-Take from the Ten-Adding to 1 Hundred-Sprint: Subtraction Patterns**Background knowledge and Introduction:**SW practice subtracting from the ten as the foundation for subtracting from the hundred in the lesson. SW practice adding to 1 hundred in preparation for the lesson. SW use mental math strategies when crossing tens to subtract**Mini Lesson:**SW complete the Application Problem, "Yossef downloaded 115 songs. 100 of them were rock songs. The rest were hip-hop songs. How many of Youssef's songs were hip-hop? 80 of his rocks songs were oldies rock. How many rock songs were new?" SW complete the Problem Set. SW look for partners to 10 ones or 10 tens to solve, using the associative property to group the numbers. Within each set of problems, encourage students to relate problems to each other. SW practice breaking apart numbers**Debrief Questions:**-For Problem 1, explain how you used a number bond to make the problem easier to solve. How did you show subtracting from the hundred?-How did the number bond in Problem 1, Part (a) help you to solve Part (b)? What was different about your number bond for Part (b)? How did this affect the answer in comparison to Part (a)?-What was the same and different about solving Problem 1, Parts (c) and (d)? How did you know that the answer to Part (d) would be one more than the answer to Part (c)?-Explain to your partner how to solve Problem 1, Part (e) in three simple steps. Why does the third step involve addition when this is a subtraction problem?-How are Problem 1, Part (g) and (h) related? Why are their answers the same even though their number bonds are different?-When is subtracting from the hundred a good mental strategy?**Exit Ticket:** **Standards:** 2.NBT.B.6, 2.NBT.9 |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |
| recess  | recess*w/ duty* | recess  |
| **Science****Mystery Doug** | **Reading Buddies 1:00-1:30****Switch with** |
| **Closing** | **Closing** | **Closing** |