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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:** Short E, O, U 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 | **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. Introduce skill focus weekly passage and word stacker activity. 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**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** Abandoning Books (Lesson 5)  **Standards**:RF.2.4 | **Reading Workshop/Centers**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** Fiction and Nonfiction Features (Lesson 6)  **Standards**:RI.2.1 | **Reading Workshop/Centers**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** Identifying Reading Genres (Lesson 7)  **Standards**:RI.2.7 | **Reading Workshop/Centers**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** Keeping and Recording Reading (Lesson 8)  **Standards**:RI.2.4 |
| **Reading Comprehension**  **Vocabulary Activity:**   * Introduce vocabulary words and meanings (T16-T17, S20-21). Complete vocabulary dominoes activity.   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Little Flap Learns to Fly (T18-21, Wksp 22-27)  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T18) * Identify Genre-Fantasy (T34) and Make Predictions * Model Close Reading Routine (T18) and Read together/discuss (T19-21) * Model and practice comprehension Strategy-Key Details (T32-T33, S 28-29)   **Standards:** RF.2.4, RL.2.1, RL.2.7, | **Reading Comprehension**  **Vocabulary Activity:**   * Review vocabulary words and meanings (T16-T17, S20-21). Complete vocabulary dominoes activity   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Help! A Story of Friendship  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Decoding text using appropriate word attack strategies: Three-Step Smart Guesses (Comprehension Mini-Lessons pg. 23) * Identify Genre-Fantasy and Make Predictions Model Close Reading Routine (T47A) * Model and Practice siting text evidence   **Standards:** RL.2.3, RL.2.5, RL.2.7, RF.1.2, RF.2.3 | **Reading Comprehension**  **Vocabulary Activity:**   * Review vocabulary words and meanings (T16-T17, S20-21). Complete vocabulary dominoes activity   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Help! A Story of Friendship  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Model Decoding text using appropriate word attack strategies: Bookmarked-A Variety of Strategies to Decode Words (Comprehension Mini-Lessons pg. 24). Strategy Bookmarks * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, visualization, and key details)   **Standards:** RI.2.1, RF.1.2, RF.2.3, | **Reading Comprehension**  **Vocabulary Activity:**   * Review vocabulary words and meanings (T16-T17, S20-21). Write a sentence using each vocabulary word.   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Help! A Story of Friendship and Crayons  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Fantasy and Make Predictions Model Close Reading Routine (T47A) * Model and Practice comprehension Strategy-Connecting Texts * Model and Practice siting text evidence * Complete close reading wb pages 4-6   **Standards:** RI.2.1, RF.1.2, RF.2.3, RL.2.4 |
| **Grammar**  **Focus Area:** Capitalization  **Activity:** What is a Proper Noun? Watch proper noun video and define a proper noun.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Capitalization  **Activity:** What needs a capital letter? Create chart as a class and in journals.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Capitalization  **Activity:** Names, Days of the Week, Months of the Year. Make class and individual charts of proper nouns.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Capitalization  **Activity:** What can be a name? Brainstorm Proper Nouns of People, Places, and Things. Wkst.  **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:** Writing About Life Experiences (Lesson 5)  **Standards**:W.2.3 | **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** The Reading/Writing Connection (Lesson 6)  **Standards**:W.2.8 | **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** Asking and Answering Questions (Lesson 7)  **Standards**:W.2.1 | **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** Rereading Seed Writing (Lesson 8)  **Standards**:W.2.5 |
| **Math Workshop**  **Module 3 Lesson 5 Topic C:** Three-Digit Numbers in Unit, Standard, Expanded, and Word Forms **Objective:**WALT Write base ten three-digit numbers in unit form; show the value of each digit **Daily Fluency Review:** -Exchange to Get to 100 (5 min) -Meter Strip Addition (7 min) **Background knowledge and Introduction:** SW review using two-digit numbers with totals in the ones place that are less than equal to 12 **Mini Lesson:**SW solve the Application Problem (10 min) "Freddy has $250 in ten-dollar bills. How many ten-dollar bills does Freddy have? He gave 6 ten-dollar bills to his brother. How many ten-dollar bills does he have left? SW complete the Problem Set (10 min) **Debrief Questions:** -What is the meaning of zero? **Exit Ticket**  **Standards:** 2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.A.8 | **Math Workshop**  **Module 3 Lesson 6 Topic C:** Three-Digit Numbers in Unit, Standard, Expanded, and Word Forms **Objective:**WALT Write base ten numbers in expanded form **Daily Fluency Review:** -Meter Strip Addition (7 min) -Unit Form Counting from 398 to 405 (3 min) -Think 10 to Add 9 (2 min) **Background knowledge and Introduction:**SW review using two-digit numbers with totals in the ones that are greater than 12. SW review practice unit form counting **Mini Lesson:**SW solve the Application Problem (8 min) "Timmy the monkey picked 46 bananas from the tree. When he was done, there were 50 bananas left. How many bananas were on the tree at first?" SW understand expanded form in Unit order. SW complete the Problem Set 1 (7 min) **Debrief Questions:** -Can someone explain what they understand about the order of the units and the total value? -How can you draw to show what you see? **Exit Ticket**  **Standards:** 2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.A.8 | **Math Workshop**  **Module 3 Lesson 7 Topic C:** Measure and Compare Lengths Using Different Length Units **Objective:**Write, read and relate base ten numbers in all forms **Daily Fluency Review:** -Place Value (4 min) -Sprint: Expanded Form (8 min) -Skip-Count Up and Down by $10 Between $45 and $125 ( 3 min) Background **knowledge and Introduction:**SW review place value concepts to prepare students' for today's lesson. SW skip-count up and down by $10 between $45 and $125 **Mini Lesson:**SW understand word form, unit form and standard form. SW complete the Problem Set 1 and 2 (5 min) SW complete the Application Problem "Billy found a briefcase full of money. He counted up 23 ten-dollar bills, 2 hundred-dollar bills and 4 one-dollar bills. How much money was in the briefcase?" **Debrief Questions:** -What happens if there is more than 9 of a unit? -Why do we have to be precise, when we read numbers in standard form? **Exit Ticket**  **Standards:** 2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.A.8 | **Math Workshop**  **Module 3 Lesson 8 Topic D:** Modeling Base Ten Numbers Within 1,000 with Money **Objective:**SW count the total value of $1, $10, and $100 bills up to $1,000 **Daily Fluency Review:** -Mixed Counting with Ones, Tens and Hundreds from 1,000 to 0 (5 min) -Boubles (1 min) -Related Facts Within 20 (2 min) **Background knowledge and Introduction:**SW review Mixed Counting with Ones, Tens and Hundreds from 1,000 to 0 **Mini Lesson:**SW solve the Application Problem (8 min) "Stacey has $154. She has 14 one-dollar bills. The rest is in ten-dollar bills. How many ten-dollar bills does she have? SW complete the Problem Set (11 min) **Debrief Questions:** -Using any combination of $1, $10 and $100 bills, what is the smallest amount of money you can show with 10 bills and what is the greatest amount of money you can show with 10 bills? -Why is it important to check your work by comparing answers with a partner before going over answers as a class? -How do you determine the value of money? **Exit Ticket**  **Standards:** 2.OA.B.2 |
| recess | recess*w/ duty* | recess | recess |
| **Social Studies**  **Unit of Study:** Skills Handbook  **Lesson Concepts/Page Numbers:**   * Map and Graph Skills   **Lesson Materials:**   * Wb SSH-SSH3   **Lesson Activities:**  -Read pages SSH-SSH3.  -Identify and describe a globe.  -Explain what maps are used for and parts of a map.  -Ask and Answer questions about maps and graphs.  -Complete Interactive Workbook Questions | **Social Studies**  **Unit of Study:** Skills Handbook  **Lesson Concepts/Page Numbers:**   * Using Primary and Secondary Sources   **Lesson Materials:**   * Wb SSH8-SSH11   **Lesson Activities:**  -Read pages SSH8-SSH11  -Define terms terms related to primary and secondary sources.  -List examples of primary and secondary sources.  -Ask and answer questions about primary sources.  -Differentiate between primary and secondary sources.  -Complete Interactive Workbook QQuestions | **Social Studies**  **Unit of Study:** Families  **Lesson Concepts/Page Numbers:**   * Quest Introduction   **Lesson Materials:**   * WB 2-3   **Lesson Activities:**  -Read wb pages 2-3 together.  -Discuss the job of a historian  -Complete Start with a Brainstorm Activity (Interview Questions for a Family Member or Neighbor).  -Explore and view pictures of people from the 30s and 40s (active classroom activity TG 3) | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |