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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:** 0R and ORE (Tara West Week 20 (pages 633-662)**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 (T106-196, 288-289). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Happy New Year (T198-199, Wksp 290-293).**Skills Mini-Lessons:** Reading Workshop/Shared Reading* Review Vocabulary words (T289)
* Identify Genre- Realistic Fiction (T198). Model Close Reading Routine (198) and Read together/discuss
* Model and practice comprehension Strategy—Visualize (T208) Compare/Contrast (T210)

**Standards:** RI.2.4, RL.2.7, RL.2.3, RL.2.5 | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T106-196, 288-289). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Dear Primo (Anthology 236-365)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Identify Genre—Realistic Fiction and Make Predictions Model Close Reading Routine (T225A)
* Model and Practice siting text evidence
* Model and practice comprehension Strategy—Visualize (T208) Compare/Contrast (T210)

**Standards:** RI.2.4, RL.2.7, RL.2.3, RL.2.5 | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T106-196, 288-289). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Dear Primo (Anthology 236-365)**Skills Mini-Lessons:**  Literature Anthology/Independent Reading* Read in Partners (Fluency)
* Complete comprehension tri-fold (focus—vocabulary, siting text evidence, author’s purpose, connections, visualize, Main Idea/Details, Compare/Contrast)

**Standards:** RI.2.4, RL.2.7, RL.2.3, RL.2.5 | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T106-196, 288-289). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud**: Dear Primo (Anthology 236-365) and Games Around the World (366-369)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Read Independently and Complete Selection Test
* Identify Genre-Expository Text and Make Predictions Model Close Reading Routine (T231A)
* Model and practice comprehension Strategy—Visualize (T208) Compare/Contrast (T210)
* Model and Practice siting text evidence

**Standards:** RI.2.4, RL.2.7, RL.2.3, RL.2.5 |
| **Grammar****Focus Area:** Pronouns**Activity:** What are pronouns? Watch video. Define and list in journal.**Standards**:L.1.1.B | **Grammar****Focus Area:** Pronouns**Activity:** Review definition and list of pronouns. Brainstorm list of nouns and corresponding pronouns. Glue into journal.**Standards**:L.1.1.B | **Grammar****Focus Area:** Pronouns**Activity:** I or Me? Discuss rules for using I and Me. Complete wkst.**Standards**:L.1.1. | **Grammar****Focus Area:** Pronouns**Activity:** We or Us? Discuss rules for using We or Us. Complete wkst.**Standards**:L.1.1. |
| lunch recess | lunch recess *w/ duty*  | lunch recess | lunch recess |
|  lunch | **lunch** | lunch  | lunch |
| **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Introduction to Opinion Writing, We All Have Opinions (Tara West Writing Lessons 3)**Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Fact vs. Opinion (Tara West Writing Lesson 3) Fact/Opinion Sort**Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Stating Reasons (Tara West Writing Lesson 4) **Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Convince Your Reader (Tara West Writing Lesson 5) **Standards**:W.2.3, W.2.8 |
| **Math Workshop****Module 4 Lesson 25Topic E:** Strategies for Decomposing Tens and Hundreds**Objective:**SW relate manipulative representations to a written method**Daily Fluency Review:**-Subtraction Fact Flash Cards-Zap to Zero-Rename the Units: Choral Response**Background knowledge and Introduction:**SW practice using place value concepts to mentally subtract helps lay a foundation for this lesson's content. SW review foundations that lead into today's lesson.**Mini Lesson:**SW complete the Application Problem, "114 people went to the fair. 89 of them went in the evening. How many went during the day?" SW complete the Problem Set. SW solve subtraction problems, using place value disks and the written method**Debrief Questions:**-In Problem 1, which problems could you have solved mentally?-How di you solve Problem 1, Part (e), 145-54? How did you show this on your place value chart? How did you show this on your place value chart? How did you show this with your numbers?-Explain to your partner how you used place value disks to solve Problem 1, Part (f), 167-78. How did your place value chart match the vertical form?-In Problem 2, what part did Mrs. Tosh have left? Did anyone write an equation to find the missing addend (or part) and solve by using a simplifying strategy? How does subtraction connect to our understanding that two parts make a whole?**Exit Ticket****Standards:** 2.NBT.7, 2.NBT.9 | **Math Workshop****Module 4 Lesson 26Topic E:** Strategies for Decomposing Tens and Hundreds**Objective:**SW use math drawings to represent subtraction with up to two decompositions and relate drawings to a written method**Daily Fluency Review:**-Subtraction Fact Flash Cards-Subtraction from Tens-Sprint: Subtraction Patterns**Background knowledge and Introduction:**SW practice how their take from ten facts help them to solve many problems. It also prepares them for the sprint. SW practice using mental math strategies when crossing tens to subtract**Mini Lesson:**SW complete the Application Problem, "Chloe needs 153 beads to make a bag. She only has 49. How many more beads does she need?" SW complete the Problem Set. SW use place value language and show the same problem with a chip model.**Debrief Questions: -**Explain to your partner how you solved Problem 1, Parts (a) and (b). Compare the unbundling you had to do for each of these problems. How was it different and how was it the same?-For Problem 1, Part (c), use place valie language to explain to your partner how your chip model matches the algorithm. Could you have used a mental strategy to solve, too?-How does Problem 1, Part (e) help you understand that 110 is the same as 10 tens and 10 ones?-For Problem 2, explain to your partner whose drawing was incorrect and why. Use place value language to defend your reasoning.**Exit Ticket:****Standards:** 2.NBT.7, 2.NBT.9 | **Math Workshop****Module 4 Lesson 27Topic E:** Strategies for Decomposing Tens and Hundreds**Objective:**SW subtract from 200 and from numbers with zeros in the tens place**Daily Fluency Review:**-Subtraction Fact Flash Cards-Subtraction from Tens-Sprint: Subtraction from a Ten or a Hundred**Background knowledge and Introduction:**SW see how their take from ten facts help them to solve many, many problems. It also prepares them for today's Sprint. SW use mental math strategies when subtracting from 10 or 100**Mini Lesson:**SW complete the Application Problem, "Mr. Ramos has 139 pencils and 88 erasers. How many more pencils than erasers does he have?" SW complete the Problem Set. SW use place value disk drawings**Debrief Questions:**-Look at Problem 1. What possible combinations of tens and ones do you notice within a unit of 100?-How can I unbundle 100 on a place value chart? How can I do it in two steps? How can I do it in one step?-What are two different ways that I can unbundle 200 using hundreds, tens and ones? Now look at Problem 2, Part (c). Which way did you choose to decompose? Why?-How is Problem 2, Part (d) significantly different from Problem 2, Part (b)?-Explain to your partner how you unbundled Problem 2, Part (d), 200=87. Did you do it in one or two steps? Which way is easier fot you?-When you are subtracting, what clues **tell you that you will have to unbundle a hundred?Exit Ticket****Standards:** 2.NBT.7, 2.NBT.9 | **Math Workshop****Module 4 Lesson 28Topic E:** Strategies for Decomposing Tens and Hundreds**Objective:**SW subtract from 200 and from numbers with zeros in the tens place**Daily Fluency Review:**-Subtraction Fact Flash Cards-Rename the Units: Choral Response-Take from the Tens or Ones**Background knowledge and Introduction:**SW review foundations that will lead into today's lesson. SW practice knowing when to unbundle a ten to subtract. This is a foundational skill for the lesson**Mini Lesson:**SW complete the Application Problem, "Jerry made 200 pizzas. He sold some of them and had 57 pizzas left. How many did he sell?" SW complete the Problem Set. SW use math drawings that represent the number from which they are subtracting from**Debrief Questions:**-Look at Problem 1, Parts (a) and (b). When you are subtracting and the whole (i.e., larger number) has a zero in the tens place, what do you know for sure? How do you know if that zero will become a 10 or 9?-For Problem 1, Part (c), how did you unbundle 200 on your place value chart? Did you do it in one or two steps?-For Problem 1, Part (d), how did you unbundle 200 on your place value chart? Why did you show 200 that way? How did it match your written subtraction?-Problem 2, 200-148, asked you to solve vertically. Could you also have solved mentally? How? Which way is quicker and easier?-In your work today, how was unbundling 200 similar to and different from unbundling 100?**Exit Ticket****Standards:** 2.NBT.7, 2.NBT.9 |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |
| recess  | recess*w/ duty* | recess  | recess |
| **Science****Unit of Study:** Plant Adventures**Lesson Concepts/Page Numbers:** * Draw the Radishes—Mystery 2

**Lesson Materials:** * Mystery 2 Packet, Draw the Radishes WKST

**Lesson Activities:** * Introduce and watch exploration.
* Discuss and journal responses.

**Standards: *2-LS2-2, 2-LS4-1*** | **Science****Unit of Study:** Plant Adventures**Lesson Concepts/Page Numbers:** * Draw the Radishes—Mystery 2

**Lesson Materials:** * Mystery 2 Packet, Draw the Radishes WKST

**Lesson Activities:** * Watch and complete mystery activity
* Journal results in science journal

**Standards: *2-LS2-2, 2-LS4-1*** | **Science****Unit of Study:** Plant Adventures**Lesson Concepts/Page Numbers:** * Draw the Radishes—Mystery 2

**Lesson Materials:** * Mystery 2 Packet, Draw the Radishes WKST

**Lesson Activities:** * Review needs and parts of a plant
* Complete mystery assessment

**Standards: *2-LS2-2, 2-LS4-1*** | **Reading Buddies 1:00-1:30****Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |