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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:** Contractions (Tara West Week 10 pages 284-323)  **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 (T286-287, 302-303). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Why the Moon and the Stars Live in the Sky (T288-289, Wksp 304-307).  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T286) * Identify Genre- Fables/Drama (T288). Model Close Reading Routine (T288) and Read together/discuss * Model and practice comprehension Strategy—Visualize (T298) Theme (T300)   **Standards:** RL.2.2, RL.2.7, RF.2.4, RF.2.3, RL.2.1, RL.2.2, RL2.5 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T286-287, 302-303). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** How the Beetle Got Her Colors (Anthology 370-379)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre—Folktale and Make Predictions Model Close Reading Routine (T315A) * Model and Practice siting text evidence * Model and practice comprehension Strategy—Visualize (T298) Theme (T300)   **Standards:** RL.2.2, RL.2.7, RF.2.4, RF.2.3, RL.2.1, RL.2.2, RL2.5 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T286-287, 302-303). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** How the Beetle Got Her Colors (Anthology 370-379)  **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, theme)   **Standards:** RL.2.2, RL.2.7, RF.2.4, RF.2.3, RL.2.1, RL.2.2, RL2.5 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T286-287, 302-303). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud** **:** How the Beetle Got Her Colors (Anthology 370-379) How Finch Got Its Colors (380-381)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Folktale and Make Predictions Model Close Reading Routine (T321A) * Model and practice comprehension Strategy—Visualize (T298) Theme (T300) * Model and Practice siting text evidence   **Standards:** RL.2.2, RL.2.7, RF.2.4, RF.2.3, RL.2.1, RL.2.2, RL2.5 |
| **Grammar**  **Focus Area: Contractions**  **Activity:** Review pronouns and linking verbs. Introduce contractions and list in journal with brainstorm contractions wkst.  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Contractions**  **Activity:** Review contractions. Practice contractions with not with wkst.  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Contractions**  **Activity:** Review contractions. Practice with worksheet—contraction match.  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Contractions**  **Activity:** Review contractions. Practice with worksheet—write the contractions.  **Standards**:L.1.1.B, L.2.2 |
| 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 5 Lesson 3 Topic A:** Strategies for Adding and Subtracting Within 1,000. Objective: WALT add multiples of 100 and some tens within 1,000. **Daily Fluency Review:** - Sprint: Adding multiples of tens and some ones (9 min) - How Many More Hundreds? (2 min) **Background knowledge and Introduction:**SW review the RDW strategy to solve on their white board. A children's library sold 27 donated books. Now they have 48. How many books were there to begin with? (5 min) **Mini Lesson:**SW use white board to solve 3-digit addition problems.  T will explain how to take a number apart by units. Show the arrow drawing. SW practice chopping numbers apart by units to add. (34 min) SW complete the Problem Set (10 min) **Debrief Questions:** -How does knowing 470+400 help you solve other problems in that set? -How did you use the arrow way to solve problem1c? -How is thinking about the make ten strategy helpful when composing a new hundred?**Exit Ticket**  **Standards:** 2.NBT.7, 2.NBT.8, 2.NBT.9 | **Math Workshop**  **Module 5 Lesson 4 Topic A:** Strategies for Adding and Subtracting Within 1,000. **Objective:**WALT add multiples of 100 and some tens within 1,000. **Daily Fluency Review:** - Subtracting multiples of hundreds and tens (2 min) - Sprint: Subtracting multiples of ten and some ones (9 min) **Background knowledge and Introduction:**SW review the RDW strategy to solve on their white board. Diane needs 65 craft sticks to make a gift box. She only has 48. How many more craft sticks does she need? (5 min) **Mini Lesson:**SW use white board to solve 3-digit subtraction problems.  T will explain how to take a number apart by units. Show the arrow drawing. SW practice chopping numbers apart by units to subtract. (34 min) SW complete the Problem Set (10 min) Debrief Questions:-How does knowing 570-200 help you solve other problems in that set? -How did you use what you know about place value to subtract? -How did you use the arrow way to solve problem1c? -How does using the arrow way help us when there are not enough to subtract?**Exit Ticket**  **Standards:** 2.NBT.7, 2.NBT.8, 2.NBT.9 | **Math Workshop**  **Module 5 Lesson 5 Topic A:** Strategies for Adding and Subtracting Within 1,000. Objective**:**WALT use the associative property to make a hundred in one addend. **Daily Fluency Review:** - Making the next hundred  (4 min) - Making the next hundred to add (6 min) **Background knowledge and Introduction:**SW review the RDW strategy to solve on their white board. Diane needs 65 craft sticks to make a gift box. She only has 48. How many more craft sticks does she need? (6 min) **Mini Lesson:**Part 1: 17 + 13, 17 tens + 13 tens, 170 + 130, 170 + 40. Part 2: addmultiples of 10 by making a hundred. Part 3: add three-digit numbers by making a hundred. Using number bonds to break up the number to make the next hundred, and then add the rest.  (34 min) SW complete the Problem Set (10 min) **Debrief Questions:** -Adding 18 tens + 12 tens is the same as adding what two numbers? -What is the value of 30 tens? -How could you use 1e to help you solve 1f? -How would you use a number bond to make a simpler expression?**Exit Ticket**  **Standards:** 2.NBT.7, 2.NBT.8, 2.NBT.9 | **Math Workshop**  **Module 5 Lesson 6  Topic A:** Strategies for Adding and Subtracting Within 1,000. Objective**:**WALT use the associative property to subtract from three-digit numbers and verify solutions with addition.  **Daily Fluency Review:** - Compensation with linking cubes  (5 min) - Compensation with subtraction (4 min) **Background knowledge and Introduction:**SW review the RDW strategy to solve on their white board. Marie made 60 cupcakes for the school bake sale. She sold 28 cupcakes on the first day. How many cupcakes did she have left? (5 min) Mini Lesson**:**Problem 1: Compensation with two-digit numbers and checking addition. Problem 2: Compensation with multiples of 10 and three-digit numbers and checking with addition. Part 3: Compensation with three-digit numbers and checking with addition. Repeat with 547 - 498 & 720 - 575.    (36 min) SW complete the Problem Set (10 min) **Debrief Questions:** -What number did you add to both numbers in the equation to make an easier problem? -What other simplifying strategy could you use? -What main difference do you notice between the problems on the first page and second page? -Can you tell me how 230-180 and my other problem, 250-200 are relate?**Exit Ticket**  **Standards:** 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 |
| **Science**  **Unit of Study:** Plant Adventures  **Lesson Concepts/Page Numbers:**   * Grass Head Revisited—Mystery 4   **Lesson Materials:**   * Grass Head, Grass Head WKST, Paper Cups   **Lesson Activities:**   * Introduce and watch exploration. * Discuss and journal responses.   **Standards: *2-LS2-1, 2-LS4-1*** | **Science**  **Unit of Study:** Plant Adventures  **Lesson Concepts/Page Numbers:**  Grass Head, Grass Head WKST, Paper Cups **Lesson Materials:**   * Grass Head WKST, ruler, pen, popsicle sticks, rubber bands, paper towels, paper plate, nylons   **Lesson Activities:**   * Watch and complete mystery activity * Journal results in science journal   **Standards: *2-LS2-1, 2-LS4-1*** | **Science**  **Unit of Study:** Plant Adventures  **Lesson Concepts/Page Numbers:**   * Grass Head, Grass Head WKST, Paper Cups   **Lesson Materials:**   * Grass Head WKST, ruler, pen, popsicle sticks, rubber bands, paper towels, paper plate, nylons   **Lesson Activities:**   * Complete extension activity (Grass Heads with Style) * Complete mystery assessment   **Standards: *2-LS2-1, 2-LS4-1*** | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |