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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:** AW, AU, AL (Tara West Week 22 (pages 693-722)  **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 City Assignments  **Phonics:** Review weekly word cards and skill anchor chart. Assign independent practice sheet 4  **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 (T16-17332-333). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** A Difficult Decision (T18-19, Wksp 334-335).  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T17) * Identify Genre- Realistic Fiction (T32). Model Close Reading Routine (T18) and Read together/discuss * Model and practice comprehension Strategy—Summarize (T28) Point of View (T30)   **Standards:** RI.2.4, RL.2.2, RF.2.4, RL.2.6 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T16-17332-333). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Grace for President (Anthology 388-409)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre—Realistic Fiction and Make Predictions Model Close Reading Routine (T45A) * Model and Practice siting text evidence * Model and practice comprehension Strategy—Summarize (T28) Point of View (T30)   **Standards:** RI.2.4, RL.2.2, RF.2.4, RL.2.6 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T16-17332-333). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Grace for President (Anthology 388-409)**Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, siting text evidence, summarizing, point of view)   **Standards:** RI.2.4, RL.2.2, RF.2.4, RL.2.6 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T16-17332-333). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud** Grace for President (Anthology 388-409) Helping Make Smiles (410-411)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Narrative Nonfiction and Make Predictions Model Close Reading Routine (T51A) * Model and practice comprehension Strategy—Summarize (T28) Point of View (T30) * Model and Practice siting text evidence   **Standards:** RI.2.4, RL.2.2, RF.2.4, RL.2.6, RI.2.1, RI.2.5 |
| **Grammar**  **Focus Area:** Adverbs  **Activity:** Introduce adverbs. Watch video. Brainstorm a list of adverbs in journals.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Adverbs  **Activity:** Review definition of adverbs. Complete wkst adverb + verb.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Adverbs  **Activity:** Review definition of adverbs. Complete wkst add an adverb  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Adverbs  **Activity:** Review definition of adverbs. Complete wkst complete the sentence  **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: Opinion Writing**  **Mini-Lesson:** Read Like a Story Teller (Tara West Writing Lesson 11)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Opinion Writing**  **Mini-Lesson:** Let’s Begin Again (Tara West Writing Lesson 12)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Opinion Writing**  **Mini-Lesson:** Elaborate (Tara West Writing Lesson 13)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Opinion Writing**  **Mini-Lesson:**  Use Dialogue (Tara West Writing Lesson 914  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 5 Lesson 7 Topic** A: Strategies for Adding and Subtracting Within 1,000. **Objective:**WALT share and critque solution strategies for varied addition and subtraction problems within 1,000. **Daily Fluency Review:** -Making the next hundred to add  (5 min) - Compensation with subtraction (5 min) **Background knowledge and Introduction:** SW review the RDW strategy to solve on their white board. Jeannie got a pedometer to count her steps. The first hour, she walked 43 steps. The next hour, she walked 48 steps. How many steps did she walk in the first two hours? How many more steps did she walk in the second hour than in the first? (5 min) **Mini Lesson:** Problem 1: 697+223. Go over the making a number bond to get the next hundred to add. Go over using the arrow way to add. Problem 2: 864-380. Go over the number bond to subtract. Go over the number ribbob to subtract. Problem 3: 490+275. Use any strategy. Partner board switch and check.     (35 min) SW complete the Problem Set (10 min) **Debrief Questions:** -What strategy is more efficient? -Is compensation for addition the same as for subtraction?**Exit Ticket**  **Standards:** 2.NBT.7, 2.NBT.8, 2.NBT.9**--** | **Math Workshop**  **Module 5 Lesson 8 Topic B:** Strategies for Composing Tens and Hundreds Within 1,000. **Objective:**WALT relate manipulative representations to the addition algorithm.**Daily Fluency Review:** - Add Common Units  (3 min) - Sprint: two-digit addition (9 min) **Background knowledge and Introduction:**SW review the RDW strategy to solve on their white board. Susan has 37 pennies. MJ has 55 more pennies than Susan. How many pennies does MJ have? How many pennies do they have altogether? (5 min) **Mini Lesson:**What is 200+300? Explain how to solve. What is 440+200? Explain how to solve? What is 287+314? Why is this problem more difficult to solve mentally? Show vertical form drawing for the two numbers. Problem 1: 303 + 37. Talk with a partner about how to solve this. Use the vertical way to check. Problem 2: 211+95. SW use wipe off place value mats to solve the vertical way. Repeat with other numbers.  (33 min) SW complete the Problem Set (10 min) **Debrief Questions:** -Did you notice any patterns? -When do you have to make a new bundle?  **Exit Ticket**  **Standards:** 2.NBT.7, 2.NBT.9 | **Math Workshop**  **Module 5 Lesson 9 Topic B:** Strategies for Composing Tens and Hundreds Within 1,000. **Objective:** WALT relate manipulative representations to the addition algorithm.  **Daily Fluency Review:** - Making the Next Ten to Add (2 min) - Add Common Units  (2 min) - More Tens and Ones (6 min) **Background knowledge and Introduction:**SW review the RDW strategy to solve on their white board. Show students the basketball game table. The red team scored 19 points in the second half. The yellow team scored 13 points in the second half. Who won the game? By how much did that team win?  (6 min) **Mini Lesson:**What is 427 + 385? Explain how to solve. Use place value disks to model. Start by adding the ones together and then the tens and then the hundreds, changing in for a bundle when needed. What is 672 + 249? Explain how to solve using strategy from the first problem? (34 min) SW complete the Problem Set (10 min) **Debrief Questions:** -Did you notice any patterns? -When do you have to make a new bundle?**Exit Ticket**  **Standards:** 2.NBT.7, 2.NBT.9 | **Math Workshop**  **Module 5 Lesson 10 Topic B:** Strategies for Composing Tens and Hundreds Within 1,000. Objective: WALT use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.**Daily Fluency Review:** - Compensation (4 min) - Sprint: Addition Crossing Tens (9 min) **Background knowledge and Introduction:**SW review the RDW strategy to solve on their white board. Benjie has 36 crayons. Ana has 12 fewer crayons than Benjie. How many crayons does Ana have? How many crayons do the have altogether? \*Do as guided practice.  (6 min) **Mini Lesson:**What is 126 + 160? Write problem vertically. Explain how to solve using a quick drawing next to vertical numbers. Start by adding the ones together and then the tens and then the hundreds, changing in for a bundle when needed. Show students to add the bundle with a 1 at the bottom of the verticle column as needed. What is 326 + 167? Explain how to solve using strategy from the first problem? (31 min) SW complete the Problem Set (10 min) **Debrief Questions:** -How could you solve this problem using a simplifying strategy? -What was interesting about problem 1d?**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:**   * Grass Head—Mystery 3   **Lesson Materials:**   * Grass Head WKST, ruler, pen, popsicle sticks, rubber bands, paper towels, paper plate, nylons   **Lesson Activities:**   * Introduce and watch exploration. * Discuss and journal responses.   **Standards: *2-LS2-1*** | **Science**  **Unit of Study:** Plant Adventures  **Lesson Concepts/Page Numbers:**   * Grass Head—Mystery 3   **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*** | **Science**  **Unit of Study:** Plant Adventures  **Lesson Concepts/Page Numbers:**   * Grass Head—Mystery 3   **Lesson Materials:**   * Grass Head WKST, ruler, pen, popsicle sticks, rubber bands, paper towels, paper plate, nylons   **Lesson Activities:**   * Review needs and parts of a plant * Complete mystery assessment   **Standards: *2-LS2-1*** | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Lexia/IXL Interventions** | **Lexia/IXL Interventions** | **Lexia/IXL Interventions** | **Lexia/IXL Interventions** |
| **Closing** | **Closing** | **Closing** | **Closing** |