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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:** EW, UE, UI (Tara West Week 23 (pages 723-752)**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**Skills Review and Decodable/Trade BooksRL.2.2, RF.2.4, RL.2.6, RI.2.1, RI.2.5 | **Reading Workshop**Skills Review and Decodable/Trade BooksRL.2.2, RF.2.4, RL.2.6, RI.2.1, RI.2.5 | **Reading Workshop**Skills Review and Decodable/Trade BooksRL.2.2, RF.2.4, RL.2.6, RI.2.1, RI.2.5 | **Reading Workshop**Skills Review and Decodable/Trade Books **Standards:** RI.2.4, RL.2.2, RF.2.4, RL.2.6, RI.2.1, RI.2.5 |
| **Grammar****Focus Area: Adverbs****Activity:** Review adverbs. Practice Identifying adverbs in a sentences.**Standards**:L.1.1.B, L.2.2 | **Grammar****Focus Area: Adverbs****Activity:** Review adverbs. Practice identifying adverbs in a sentence.**Standards**:L.1.1.B, L.2.2 | **Grammar****Focus Area: Adverbs****Activity:** Review adverbs. Practice adding adverbs to a sentence.**Standards**:L.1.1.B, L.2.2 | **Grammar****Focus Area: Adverbs****Activity:** Review adjectives and adverbs. Practice identifying between the two. Complete wkst.**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:** Opinion Writing Work and Conferencing (Tara West Writing Lessons 16)**Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Setting Writing Goals. Continue Opinion Writing Work and Conferencing (Tara West Writing Lesson 17) **Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Would You Rather (Tara West Writing Lesson 18) **Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Spelling is a Sap 2 (Tara West Writing Lesson 19) **Standards**:W.2.3, W.2.8 |
| **Math Workshop****Module 5 Lesson 11Topic 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)- Place Value (3 min)- Say Ten Counting (3 min)Background knowledge and **Introduction:**SW review the RDW strategy to solve on their white board. Mr. Arnold has a box of pencils. He passes out 27 pencils and has 45 left. how many pencils did Mr. Arnold have in the beginning?  (5 min)**Mini Lesson:**What is 342+ 169? Write problem vertically. Explain how to solve using a chips 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 545 + 278? Explain how to solve using strategy from the first problem? (35 min)SW complete the Problem Set (10 min)**Debrief Questions:**-Where did you write the new ten or houndred, and how did it match your chip model? (Analyze)-How does having two 3-digit numbers change the way you model and solve a problem? (Analyze)**Exit Ticket****Standards:** 2.NBT.7, 2.NB.9 | **Math Workshop****Module 5 Lesson 12Topic B:** Strategies for Composing Tens and Hundreds Within 1,000.**Objective:**WALT chose and explain solution strategies and record with a written addition method.**Daily Fluency Review:**- Compensation (4 min)- Sprint: Compensation Addition (8 min)**Mini Lesson:**What is 374 + 210? Turn and talk on how to solve. Students chose a written strategy they like and solve. Students share out the strategies they used. Talk about why a number bond is not a good strategy. What is 398 + 142? Students chose a written strategy they like and solve. Students share out the strategies they used. Talk about why a number making a hundred is a good strategy. What is 287+ 234? Turn and talk on how to solve. Students chose a written strategy they like and solve. Students share out the strategies they used. Talk about why the verticle way isa good strategy. (38 min)SW complete the Problem Set (10 min)**Debrief Questions:**-What made 2c more difficult to solve using a simplifying strategy? (Analyze)**Exit Ticket:** **Standards:** 2.NBT.7, 2.NBT.9 | **Math Workshop****Module 5 Lesson 13Topic C:** Strategies for Decomposing Tens and Hundreds Within 1,000.**Objective:**WALT relate manipulative representations to the subtraction algorithm, and use addition to explain why the subtraction method works.**Daily Fluency Review:**- Making the Next Ten (5 min)- Making the Next Hundred (5 min)- Subtracting Multiples of Hiundreds and Tens (2 min)**Background knowledge and Introduction**: SW review the RDW strategy to solve on their white board. A fruit seller buys a carton of 80 apples. Finding that 18 of them are rotten, he throws them away. He sells 22 of the ones that are left on Monday. Now, how many apples does he have left to sell?  (8 min)**Mini Lesson:**What is 244 + 121? Draw a blank number bond and have kids talk about how to use it. Explain how to solve using vertical numbers (draw magnifying glass around top numbers). Start by subtracting the ones and then the tens and then the hundreds. What is 244 - 125?  Explain how to solve using vertical numbers (draw magnifying glass around top numbers). Discuss if wee to bundle.Show how to bundle with place value discs. Start by subtracting the ones and then the tens and then the hundreds. Show them how to cross out and change. What is 312 - 186? Solve using verticle way only. (30 min)SW complete the Problem Set (10 min)**Debrief Questions:**-What pattern did you notice in Problem 1?-How did you use addition to prove that your subtraction was correct?**Exit Ticket****Standards:** 2.NBT.7, 2.NBT.9 | **Math Workshop****Module 5 Lesson 14Topic C:** Strategies for Decomposing Tens and Hundreds Within 1,000.**Objective:**WALT use math drawings to represent subtraction with up to two decompositions, relate drawings to the alogrithm, and use addition to explain why the subtraction method works.**Daily Fluency Review:**- Grade 2 Core Fluency Practice Sets (5 min)- Using the Nearest Ten to Subtract (5 min)- Subtract Common Units (2 min)**Background knowledge and Introduction:**SW review the RDW strategy to solve on their white board. Brienne has 23 fewer pennies that Alonzo. Alonzo has 45 pennies. a. How many pennies does Brienne have? b. How many **pennies do Alonzo and Brienne have altogether? (8 min)Mini Lesson:**What is 584 - 147? Have kids talk about how to use it. Explain how to solve using vertical numbers (draw magnifying glass around top numbers) and using place value drawings. Start by subtracting the ones and then the tens and then the hundreds. Show decompossing on place value chart and verticle way. Put the numbers in a number bond. Use addition to see if the numbers are correct. What is 637 - 253? Have kids talk about how to use it. Explain how to solve using vertical numbers (draw magnifying glass around top numbers) and using place value drawings. Start by subtracting the ones and then the tens and then the hundreds. Show decompossing on place value chart and verticle way. Put the numbers in a number bond. Use addition to see if the numbers are correct.  (30 min)SW complete the Problem Set (10 min)**Debrief Questions:  -What big difference did you notice about the way you changed your place value discs in Problem 1b verses 1c? Exit Ticket****Standards:** 2.NBT.B.7 |
| **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*** | **Mystery Doug and****Scholastic News** |
| **Lexia/IXL Interventions** | **Lexia/IXL Interventions** | **Lexia/IXL Interventions** | **Lexia/IXL Interventions** |
| **Closing** | **Closing** | **Closing** | **Closing** |