|  |  |  |  |
| --- | --- | --- | --- |
| **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 and Long 00 (Tara West Week 24 (pages 753-782)**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 (T106-107, 346-347). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Soccer Friends (T109-109, Wksp 348-351).**Skills Mini-Lessons:** Reading Workshop/Shared Reading* Review Vocabulary words (T107)
* Identify Genre- Realistic Fiction (T108). Model Close Reading Routine (T108) and Read together/discuss
* Model and practice comprehension Strategy—Summarize (T118) Point of View (T120)

**Standards:** RF.2.4, RL.2.6, RL.2.5, RL.2.3 | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T106-107, 346-347). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Once Upon a Baby Brother (Anthology 412-438)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Identify Genre— Fiction and Make Predictions Model Close Reading Routine (T108)
* Model and Practice siting text evidence
* Model and practice comprehension Strategy—Summarize (T118) Point of View (T120)

**Standards:** RF.2.4, RL.2.6, RL.2.5, RL.2.3 | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T106-107, 346-347). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud** Once Upon a Baby Brother (Anthology 412-438)**Skills Mini-Lessons:**  Literature Anthology/Independent Reading* Read in Partners (Fluency)
* Complete comprehension tri-fold (focus—vocabulary, siting text evidence, theme 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 (T106-107, 346-347). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud** Once Upon a Baby Brother (Anthology 412-438) Bully Free Zone (440-441)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Read Independently and Complete Selection Test
* Identify Genre-Expository Text and Make Predictions Model Close Reading Routine (T141A)
* Model and practice comprehension Strategy—Summarize (T118) Point of View (T120)
* Model and Practice siting text evidence

**Standards:** RI.2.4, RL.2.2, RF.2.4, RL.2.6, RI.2.1, RI.25 |
| **Grammar****Focus Area: Subject/Verb Agreement****Activity:** Introduce subject/verb agreement. Practice matching subjects to verbs in singular and plural tenses.**Standards**:L.1.1.B, L.2.2 | **Grammar****Focus Area: Subject/Verb Agreement****Activity:** Review subject/verb agreement . Brainstorm singular subjects/singular verbs and plural subjects/plural verbs. Put in journal.**Standards**:L.1.1.B, L.2.2 | **Grammar****Focus Area: Subject/Verb Agreement****Activity: :** Review subject/verb agreement. Discuss rules for is/are. Complete is/are wkst.**Standards**:L.1.1.B, L.2.2 | **Grammar****Focus Area: Subject/Verb Agreement Activity: :** Review subject/verb agreement. Review rules for subject/verb agreement. Complete choose a verb 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:** Let’s Begin Again (Tara West Writing Lessons 20)**Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Convince Me! (Tara West Writing Lesson 21) **Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Putting It All Together (Tara West Writing Lesson 22) **Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Storytelling with a Partner (Tara West Writing Lesson 23) **Standards**:W.2.3, W.2.8 |
| **Math Workshop****Module 5 Lesson 15Topic 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)- Get to 10, 20, or 30 (4 min)- Count by Ten or One With Dimes and Pennies (3 min)**Background knowledge and Introduction:**SW review the RDW strategy to solve on their white board. Catrina earned 16 stickers more than Peter. She earned 35 stickers. How many stickers did Peter earn?MaryJo earned 47 stickers. How many more does Peter need to have the same amount as MaryJo? (8 min)**Mini Lesson:**What is 430 - 129? 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 decomposing on place value chart and vertical way. Put the numbers in a number bond. Use addition to see if the numbers are correct. What is 941 - 587? 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 decomposing 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 624 - 225? 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 decomposing on place value chart and vertical 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 strategy should you use? (evaluate)- What is the most efficient way to solve this problem? (analyze)**Exit Ticket****Standards:** 2.NBT.7, 2.NBT.9 | **Math Workshop****Module 5 Lesson 16Topic C:** Strategies for Decomposing Tens and Hundreds Within 1,000.**Objective:**WALT subtract from multiples of 100 and from numbers with zero in the tens place.**Daily Fluency Review:**- Sprint: Subtraction from Tens (8 min)- Coin Drop (2 min)- More and Less (3 min)**Background knowledge and Introduction:**SW review the RDW strategy to solve on their white board. Will read 15 more pages than Marcy. Marcy read 38 pages. The book is 82 pages long. a. How many pages did Will read? b. How many more pages does Will need to read to finish the book? (8 min)**Mini Lesson:**What is 402 - 231? 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 decomposing on place value chart and vertical way. Put the numbers in a number bond. Use addition to see if the numbers are correct. What is 800- 463? 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 decomposing on place value chart and vertical 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:**-When do you chose to unbundle a hundred? (evaluate)**Exit Ticket:** **Standards:** 2.NBT.7, 2.NBT.9 | **Math Workshop****Module 5 Lesson 17Topic C:** Strategies for Decomposing Tens and Hundreds Within 1,000.**Objective:**WALT subtract from multiples of 100 and from numbers with zero in the tens place.**Daily Fluency Review:**- Sprint: Subtraction Crossing the Tens (8 min)- Using the Nearest Ten to Subtract (2 min)- Subtract Common Units (3 min)**Background knowledge and Introduction: S**W review the RDW strategy to solve on their white board. Colleen put 27 fewer beads on her necklace than Jenny did. Colleen put on 46 beads. How many beads di Jenny put on her necklace? If 16 beads fall off of Jenny's necklace, how many beads are still on it? (8 min)**Mini Lesson:**What is 300 - 195? 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 decomposing on place value chart and vertical way. Put the numbers in a number bond. Use addition to see if the numbers are correct. What is 500 - 213? 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 decomposing on place value chart and vertical way. Put the numbers in a number bond. Use addition to see if the numbers are correct.  What is 603 - 487? 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 decomposing on place value chart and vertical 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 made some easier than others? (evaluate)- What was his error (analyze)**Exit Ticket****Standards:** 2.NBT.7, 2.NBT.9 | **Math Workshop****Module 5 Lesson 18Topic C:** Strategies for Decomposing Tens and Hundreds Within 1,000.**Objective:**WALT apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place.**Daily Fluency Review:**- Grade 2 Core Fluency Practice Sets (5 min)- Get the Ten Out and subtract (5 min)**Background knowledge and Introduction:**SW review the RDW strategy to solve on their white board. Joseph collected 49 golf balls from the course. he still had 38 fewer than his friend Ethan. a. How many golf balls did Ethan have? b. If Ethan gave Joseph 24 golf balls, who had more golf balls? How many more?(8 min)**Mini Lesson:**What is 300 - 159? Have kids talk about how to use it. Draw a tape diagram. Show how to take away the same from both numbers keeps the difference the same. What is 400-278. Draw number bond and use the arrow way to solve. What is 605-498. Talk about why the verticle way is good to solve it. (32 min)SW complete the Problem Set (10 min)**Debrief Questions:**-Explain the meaning of the 9 in the tens place? (evaluate**)Close:  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:** * Where do plants grow best?—Mystery 5

**Lesson Materials:** * Plant Cards

**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:** * Where do plants grow best?—Mystery 5

 **Lesson Materials:** * Plant Cards

**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:** Where do plants grow best?—Mystery 5**Lesson Materials:** * Plant Cards

**Lesson Activities:** * Complete extension activity
* Complete mystery assessment

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