|  |  |  |  |
| --- | --- | --- | --- |
| **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:** Ow and OU (Tara West Week 25 (pages 783-813)  **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 (T196-197, 360-361). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Cesar Chavez (T198-199, wksp 362-365)  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T196) * Identify Genre- Biography (T212). Model Close Reading Routine (T198) and Read together/discuss * Model and practice comprehension Strategy—Summarize (T208) Text Sequence (T210)   **Standards:** RF.2.4, R.CCR.2, RI.2.3, RI.2.5, | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T196-197, 360-361). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Brave Bessie (Anthology 442-453)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre— Biography and Make Predictions Model Close Reading Routine (T225A) * Model and Practice siting text evidence * Model and practice comprehension Strategy—Summarize (T208) Text Sequence (T210)   **Standards:** RF.2.4, R.CCR.2, RI.2.3, RI.2.5, | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T196-197, 360-361). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud** Brave Bessie (Anthology 442-453)  **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:** RF.2.4, R.CCR.2, RI.2.3, RI.2.5, | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T196-197, 360-361). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud** Brave Bessie (Anthology 442-453)  The Legend of Kate Shelley (454-455)  **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—Summarize (T208) Text Sequence (T210) * Model and Practice siting text evidence   **Standards:** RF.2.4, R.CCR.2, RI.2.3, RI.2.5, RI.2.1 |
| **Grammar**  **Focus Area: Interjections**  **Activity:** Introduce interjections. Watch interjections video. Brainstorm list of interjections and glue in journal.  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Interjections**  **Activity:** Review interjections. Complete wkst (Identify the Interjection)  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Interjections**  **Activity:** Review interjections. Complete wkst (Write the Interjection)  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Interjections**  **Activity:** Review interjections. Complete wkst (Superhero Interjections)  **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 19/20 Topic D:** Student Explanations for Choice of Solution Methods **Objective:** WALT choose and explain solution strategies and record with a written addition or subtraction method.   **Daily Fluency Review:** - Grade 2 Core Fluency Practice Sets (5 min) - Take from the Ten (3 min) - Skip-Counting by Twos (4 min) **Mini Lesson:**What is 180+440? S solve. Turn and talk about how they solved it. Call on a few to share different strategies. Talk about the word efficient. Repeat for 389+411. Which way was the most efficient? (38 min) SW complete the Problem Set (10 min)  **Debrief Questions:** -Which strategy is most efficient? (analyze) **Exit Ticket**  **Standards:** 2.NBT.7, 2.NBT.8, | **Math Workshop**  **Module 6 Lesson 1 Topic A:** Formation of Equal Groups **Objective:**SW use manipulatives to create equal groups **Daily Fluency Review:** Place Value (6 min) More/Less (4 min) **Background knowledge and Introduction:**SW review and practice place value skills, to prepare students for adding and subtracting 1 and 10 in today's lesson **Mini Lesson:**SW complete the Application Problem (10 min) "In the morning, Jacob found 23 seashells on the beach. In the afternoon, he found 10 more. In the evening, he found 1 more. How many seashells did Jacob find in all? If he gives 10 to his brother, how many seashells will Jacob have left?" T will review RDW procedure, for problem solving. SW post "more" sentence frames on one side of the board and less frames on the other side. T will pass out charts and disks. Repeat the process for 1 less than 36. Repeat the process for 10 less than 36. Continue until students can readily identify the rule. SW complete the Problem Set **Debrief Questions:** -What do you need to know to complete each pattern in Problem 3? -Look at Problem 4. What are we actually doing when we talk about 10 more, 10 less, 1 more, or 1 less than a number? -What helpful strategy did we use today to record a sequence of numbers? Can we use an equal sign instead of an arrow? Is this statement: 33+10=43-1=42-1 true? -In problem 4, Part (c), what total quantity did you add to 48 to arrive at 80? How do you know? How can we show it as an equation? -What simplifying strategy did you use to answer Problem 6? How could you use what you know from Problem 5 to answer Problem 6? -What important connection did we make today? **Exit Ticket:**  **Standards:** 2.OA.4, 2.NBT.2, 2.NBT.6 | **Math Workshop**  **Module 6 Lesson 2 Topic A:** Formation of Equal Groups **Objective:**WALT use math drawings to represent equal groups, and relate to repeated addition. **Daily Fluency Review:** Grade 2 Core Fluency Practice (5 min) Using the Nearest Ten to Subtract (5 min) Subtracting Multiples of Hundreds and Tens (2 min) **Background knowledge and Introduction**: Myra sorts her socks by color. She has 4 purple socks, 4 yellow socks, 4 pink socks, and 4 orange socks. a. Draw groups to show how Mayra sorts her socks. b. Write a repeated addition equation to match. (16 min) **Mini Lesson:**T will review RDW procedure, for problem solving. Model using obects to sort into even groups and write a repeated addition equation for it. Then demonstrate using a drawing for the objects with a repeated addition equation. SW try drawing groups and writing repeated addition equations. Give students 10 minutes to complete the Problem Set. (22 min) **Debrief Questions:** -What repeated addition sentence matches the picture? (analyse) -Why didn't you add 4 +4+4+4? (evaluate) **Exit Ticket:**  **Standards:** 2.OA.4, 2.NBT.2, 2.NBT.6 | **Math Workshop**  **Module 6 Lesson 3  Topic A:** Formation of Equal Groups **Objective:**WALT use math drawings to represent equal groups, and relate to repeated addition. **Daily Fluency Review:** Happy Counting ( 3min) Sprint: Subtraction Within 20 (9 min) **Background knowledge and Introduction:**Markers come in packs of 2. If Jessie has 6 packs of markers, how many markers does she have in all?  (18 min) **Mini Lesson**:  T will review RDW procedure, for problem solving. Model using cubes to sort into even groups and write a repeated addition equation for it. Then demonstrate using a drawing for the objects with a repeated addition equation. SW try drawing groups and writing repeated addition equations. Give students 10 minutes to complete the Problem Set. (20 min) **Debrief Questions:** -How did you show a more efficient way to add? (evaluate) -Why didn't the total change? (analyze) Exit Ticket  **Standards:** 2.OA.4, 2.NBT.2, 2.NBT.6 |
| **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** |