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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:** Silent Consonants (Tara West Week 26 (pages 814-843)  **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, 374-375). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** The Art Project (T288-289, 376-379)  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T286) * Identify Genre- Fiction (T288). Model Close Reading Routine (T288) and Read together/discuss * Model and practice comprehension Strategy—Make/Confirm/Revise (T298) Problem/Solution (T300)   **Standards:** RL.2.3, RF.2.4, R.CCR.3, RL.2.5, RL.2.6 | **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** The Woodcutter’s Gift (Anthology 456-475)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre— Fiction and Make Predictions Model Close Reading Routine (T315A) * Model and Practice siting text evidence * Model and practice comprehension Strategy—Problem and Solution (T300) Make, Confirm, Revise Predictions (T298)   **Standards:**  RL.2.3, RF.2.4, R.CCR.3, RL.2.5, RL.2.6 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T286-287, 374-375). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud** The Woodcutter’s Gift (Anthology 456-475)  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, siting text evidence, confirming/revising predictions; Problem/Solution   **Standards:** RL.2.3, RF.2.4, R.CCR.3, RL.2.5, RL.2.6 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T286-287, 374-375). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud** The Woodcutter’s Gift (Anthology 456-475), Earth’s Resources (475-479)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Expository Text and Make Predictions Model Close Reading Routine (T321A) * Model and practice comprehension Strategy—Make/Confirm/Revise (T298) Problem/Solution (T300) * Model and Practice siting text evidence   **Standards:** RL.2.3, RF.2.4, R.CCR.3, RL.2.5, RL.2.6 |
| **Grammar**  **Focus Area: Prepositions**  **Activity:** Introduce Prepositions. Watch propositions video. Brainstorm list of prepositions and glue in journal.  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Prepositions**  **Activity:** Review **Prepositions**. Complete wkst (Match the **Prepositions)**  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Prepositions**  **Activity:** Review **Prepositions**. Complete wkst (Identify the Prepositional Phrase**)**  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Prepositions**  **Activity:** Review **Prepositions**. Complete wkst (Match the **Prepositional Phrases)**  **Standards**:L.1.1.B, L.2.2 |
| **Handwriting**  **Letter Focus/Page:**  Cursive f/k intro video/practice | **Handwriting**  **Letter Focus/Page:**  Cursive f/Page 68 | **Handwriting**  **Letter Focus/Page:**  Cursive k/Page 69 | **Weekly Sentence Fixers** |
| 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 24)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Opinion Writing**  **Mini-Lesson:** Use All You Know! (Tara West Writing Lesson 25)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Opinion Writing**  **Mini-Lesson:** Use All You Know II (Tara West Writing Lesson 26)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Opinion Writing**  **Mini-Lesson:** Let’s Revise (Tara West Writing Lesson 27)  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 6 Lesson 4 Topic A:** Formation of Equal Groups **Objective:**WALT represent equal groups with tape diagrams, and relate to repeated addition. **Daily Fluency Review:** Happy Counting (3 min) Sprint: Subtraction Within 20 (9 min) **Background knowledge and Introduction:**The flowers are blooming in Maria's garden. There are 3 roses, 3 buttercups, 3 sunflowers, 3 daisies, and 3 tulips. How many flowers are there in all?  (16 min) **Mini Lesson:**T will review RDW procedure, for problem solving. Model using a tape diagram  with dots to sort into even groups and write a repeated addition equation for it. Then demonstrate using a a tape diagram with just numbers with a repeated addition equation. SW try drawing tape diagrams and writing repeated addition equations. Give students 10 minutes to complete the Problem Set. (22 min) **Debrief Questions:** -What steps did you take in making your tape diagram? (create) -Why are there 5 addends? (analyze) **Exit Ticket**  **Standards:** 2.OA.4, 2.NBT.2, 2.NBT.6 | **Math Workshop**  **Module 6 Lesson 5 Topic B:** Arrays and Equal Groups **Objective:**WALT compose arrays from rows and columns, and count to find the total using objects. **Daily Fluency Review:** Happy Counting by Tens (3 min) Making the Next Ten to Add (4 min) Grade 2 Core Fluency practice (5 min) **Background knowledge and Introduction:**Mrs. White is at the bank in line. There are 4 teller windows, and 3 people are standing in line at each window. a. Draw an array to show the people in line at the bank. b. Write the total number of people. (14 min) **Mini Lesson:** T will review RDW procedure, for problem solving. Demonstrate finding equal amounts of items. Model organizing the objects to make an array. Then demonstrate using stick people to show an array. SW try drawing arrays. Give students 10 minutes to complete the Problem Set. (24 min) **Debrief Questions:** -How does arranging the objects into arrays help you find the total number more efficiently? (analyze) **Exit Ticket**  **Standards:** 2.OA.2, 2.NBT.2 | **Math Workshop**  **Module 6 Lesson 6 Topic B:** Arrays and Equal Groups **Objective:**WALT decompose arrays into rows and columns, and relate it to repeated addition. **Daily Fluency Review:** Happy Counting by Tens (3 min) Making the Next Ten to Add (4 min) Grade 2 Core Fluency practice (5 min) **Background knowledge and Introduction:** Sam is organizing her greeting card. She has 8 red cards, and 8 blue cards. She puts the red cards in 2 columns and the blue ones into 2 columns to make an array. a. Draw a picture of Sam's cards in the array. Write a statement about the array. (4 min) **Mini Lesson:**Talk about the words rows and columns. T will review RDW procedure, for problem solving. Demonstrate finding equal amounts of items. Model organizing the objects to make an array. Write repeated addition sentence for the arrays. Then demonstrate using circles to show an array. Write a repeated addition sentence. SW try drawing arrays and writing repeated addition sentences. Give students 10 minutes to complete the Problem Set. (34 min) **Debrief Questions:** -How does arranging the objects into arrays help you find the total number more efficiently? (analyze) **Exit Ticket**  **Standards:** 2.OA.4, 2.NBT.2 | **Math Workshop**  **Module 6 Lesson 7 Topic B:** Arrays and Equal Groups **Objective:**WALT represent arrays and distinguish rows and columns using math drawings. **Daily Fluency Review:** Coin Drop (3 min) Sprint: Sums to the Teens (9 min) Background knowledge and Introduction**:**Mrs. Bobby puts 3 rows of tile in his kitchen to make a design. He lays 5 tiles in each row. a. Draw a picture of Bobby's tiles. b. Write a repeated addition equation to solve for the total number of tiles Bobby used.  (14 min) **Mini Lesson:** T will review RDW procedure, for problem solving. Demonstrate finding equal amounts of items. Model organizing the objects to make an array. Write repeated addition sentences. Then demonstrate using X's  to show an array. Write repeated addition sentence. SW try drawing X arrays and repeated addition problems. Give students 10 minutes to complete the Problem Set. (24 min) **Debrief Questions:** -How do the horizontal lines help us? (analyze) **Exit Ticket**  **Standards:** 2.OA.4, 2.NBT.2 |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |
| recess | recess*w/ duty* | recess | recess |
| **Science**  **Unit of Study:** Animal Adventures  **Lesson Concepts/Page Numbers:**   * Who’s Calling—Mystery 2 (Biodiversity, Species, and Habitats)   **Lesson Materials:**  Who’s Calling Worksheets  **Lesson Activities:**   * Introduce and watch exploration. * Discuss and journal responses.   **Standards:** 2-LS4-1 | **Science**  **Unit of Study:** Animal Adventures  **Lesson Concepts/Page Numbers:**   * Who’s Calling—Mystery 2 (Biodiversity, Species, and Habitats)   **Lesson Materials:**  Who’s Calling Worksheets  **Lesson Activities:**   * Watch and complete mystery activity * Journal results in science journal   **Standards:** 2-LS4-1 | **Science**  **Unit of Study:** Animal Adventures  **Lesson Concepts/Page Numbers:**   * Who’s Calling—Mystery 2 (Biodiversity, Species, and Habitats)   **Lesson Materials:**  Who’s Calling Worksheets  **Lesson Activities:**   * Discuss Activity Results * Complete End of Mystery Assessment   **Standards:** 2-LS4-1 | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |