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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:** Hard and Soft G (Tara West Week 28 (pages 874-903)  **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 (T16-T17, 404-405). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Why Fir Tree Keeps Its Leaves (T18-19, 406-407)  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T16) * Identify Genre- Myth (T32). Model Close Reading Routine (T18) and Read together/discuss * Model and practice comprehension Strategy—Reread (T29) Theme (T30)   **Standards:** RI.2.1 ,RF.2.4, RL.2.2, | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T16-T17, 404-405). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** The Golden Flower Garden (Anthology 486-487)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre— Myth and Make Predictions Model Close Reading Routine (T45A) * Model and Practice siting text evidence * Model and practice comprehension Strategy—Reread (T29) Theme (T30)   **Standards:** RI.2.1 ,RF.2.4, RL.2.2, | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T16-T17, 404-405). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud** The Golden Flower Garden (Anthology 486-487)  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, siting text evidence, theme   **Standards:** RI.2.1 ,RF.2.4, RL.2.2 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T16-T17, 404-405). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read**  The Golden Flower Garden (Anthology 486-487), A Pumpkin Plant (508-509)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Expository Nonfiction and Make Predictions Model Close Reading Routine (T51A) * Model and practice comprehension Strategy— Model and practice comprehension Strategy—Reread (T29) Theme (T30)   **Standards:** RI.2.1 ,RF.2.4, RL.2.2 |
| **Grammar**  **Focus Area: Comparatives and Superlatives**  **Activity:** Introduce Comparatives and Superlatives. Watch -er and -est video. Brainstorm list of comparatives and superlatives. Add to journal.  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Comparatives and Superlatives**  **Activity:** Review Comparatives and Superlatives. Complete wkst (Choose the Comparative or Superlative**)**  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Comparatives and Superlatives**  **Activity:** Review Comparatives and Superlatives. Complete wkst (Create the Sentence**)**  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Comparatives and Superlatives**  **Activity:** Review Comparatives and Superlatives. Complete wkst (Write the Sentence**)**  **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: Informative Writing**  **Mini-Lesson:** Text Feature--Diagram (Tara West Writing Lessons 6)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Text Feature--Headings (Tara West Writing Lessons 7)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Closure (Tara West Writing Lesson 8)  **Standards**:W.2.3, W.2.8  2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Mechanics Matter (Tara West Writing Lesson 9-10)  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 6 Lesson 12 Topic C:** Rectangular Arrays as a Foundation for Multiplication and Division **Objective:**WALT Use math drawings to compose a rectangle with square tiles. **Daily Fluency Review:** Compensation (5 min) Grade 2 Core Fluency (5 min) **Background knowledge and Introduction:**T will review RDW procedure, for problem solving. Lulu made a pan of brownies. She cut them into 3 rows and 3 columns. a. Draw a picture of Lulu's brownies in the pan. b. Write a number sentence to show how many brownies Lulu has. c. Write a statement about Lulu's brownies.(16 min) **Mini Lesson:**Trace a unit square to draw an array. Draw an array without the use of a tile. Give students 10 minutes to complete the Problem Set. (32 min) **Debrief Questions:** - How is this different from drawing an array with X's? (analyze) - Why was precision important today? (evaluate) **Exit Ticket**  **Standards:** 2.OA.4, 2.G.2 | **Math Workshop**  **Module 6 Lesson 13 Topic C:** Rectangular Arrays as a Foundation for Multiplication and Division Objective: WALT Use square tiles to decompose a rectangle. **Daily Fluency Review:** Making the next Ten (5 min) Grade 2 Core Fluency (5 min) **Background knowledge and Introduction:**T will review RDW procedure, for problem solving. Ellie bakes a square pan of lemon bars, which she cut into nine equal pieces. Her brothers eat 1 row of hr trats. Then, her mom eats 1 column. a. Draw a picture of Ellie's lemon bars before any are eaten.Write a number sentence to show how to find the total. b. Write an X on the bars that her brothers eat. Write a new number sentence to show how many are left. c. Draw a line through the bars that her mom eats. Wrote a new number sentence to show how many are left. d. How many bars are left? Write a statement. (17 min) **Mini Lesson:**Use tiles to construct a rectangle with 4 rows and 5 columns. T writes 4 rows of 5. Deconstruct it into 2 equal parts. Show the number bond for the deconstruction (2 rows of 5 and 2 rows of 5). Repeat with 6 columns of 2. Give students 10 minutes to complete the Problem Set. (32 min) **Debrief Questions:** - How does your number bond show how you decomposed your rectangle? (analyse) - Which one will leave you with more squares? (evaluate) **Exit Ticket:**  **Standards:** 2.OA.4, 2.G.2 | **Math Workshop**  **Module 6 Lesson 14 Topic C:** Rectangular Arrays as a Foundation for Multiplication and Division **Objective:**WALT Use scissors to partition a rectangle into same-size squares and compose arrays with the squares. **Daily Fluency Review:** Coin Drop (2 min) More and Less (2 min) Sprint (8 min) **Background knowledge and Introduction:**Today we are doing things a little differently. Be sure to use self talk and stay focused. Pass out template and Problem Set **Mini Lesson**: Students follow along step by step using the problem set. Students will answer each step on their Problem set as they follow along. (32 min) **Debrief Questions:** - What did we learn about our rectangles by first cutting them into rows and columns before cutting out each individual square? (analyze) - How many different possibilities can you think of for composing a rectangle with 24 squares? (evaluate)  **Standards:** 2.OA.4, 2.G.2 | **Math Workshop**  **Module 6 Lesson 15 Topic C:** Rectangular Arrays as a Foundation for Multiplication and Division **Objective:**WALT Use math drawings to partition a rectangle with square tiles and relate to repeated addition. **Daily Fluency Review:** Sprint: Subtract Crossing the Ten (8 min) Using the Nearest Ten to Subtract (2 min) Subtract Common Units (2 min) **Background knowledge and Introduction**: T will review RDW procedure, for problem solving. Rick is filling his muffin pan with batter. He fills 2 columns of 4. One column of 4 is empty. a. Draw to show the muffins and the empty column. b. Write a repeated addition equation to tell how many muffins Rick makes. (6 min) **Mini Lesson:**Students work through the Problem Set while the T circulates the room and reads the steps. (32 min) Debrief Questions:- In what way did your array change from Problem 1 to Problem 2? (analyze) - In Problem 3, each column is like a unit of how many? (evaluate)  **Standards:** 2.OA.4, 2.G.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:**   * How Could More Birds Visit the Bird Feeder—Mystery 4 (Biodiversity and Engineering)   **Lesson Materials:**  Paper Plates, Pencils, Aluminum Foil, Tape, clothespins, Pipe Cleaners, Scissors, Paper Punch, Bird Feeder Worksheet, Inspiration Sheets  **Lesson Activities:**   * Introduce and watch exploration. * Discuss and journal responses.   **Standards:** 2-LS4-1 | **Science**  **Unit of Study:** Animal Adventures  **Lesson Concepts/Page Numbers:**   * How Could More Birds Visit the Bird Feeder—Mystery 4 (Biodiversity and Engineering)   **Lesson Materials:**  Paper Plates, Pencils, Aluminum Foil, Tape, clothespins, Pipe Cleaners, Scissors, Paper Punch, Bird Feeder Worksheet, Inspiration Sheets  **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:**   * How Could More Birds Visit the Bird Feeder—Mystery 4 (Biodiversity and Engineering)   **Lesson Materials:**  Paper Plates, Pencils, Aluminum Foil, Tape, clothespins, Pipe Cleaners, Scissors, Paper Punch, Bird Feeder Worksheet, Inspiration Sheets  **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** |