|  |  |  |  |
| --- | --- | --- | --- |
| **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.2.82.8 | **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 12Topic 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 13Topic C:** Rectangular Arrays as a Foundation for Multiplication and DivisionObjective: 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 14Topic 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 15Topic 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** |