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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:** \_TCH/-DGE G (Tara West Week 29 (pages 904-933)  **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. Introduce weekly fluency strategy activity and independent practice sheet 2.  **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**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T106-107, 418-419). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Pedal Power (T108-109, 420-423)  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T106) * Identify Genre- Expository Text (T122). Model Close Reading Routine (T108) and Read together/discuss * Model and practice comprehension Strategy—Reread (T118) and Author’s Purpose (T119)   **Standards:** RI.2.1 ,RF.2.4, RI.2.6, RI.2.8, RI.2.5, RI.2.8, RI.2.4 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T106-107, 418-419). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** My Light (Anthology 512-531)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre— Expository Text and Make Predictions Model Close Reading Routine (T135A) * Model and Practice siting text evidence * Model and practice comprehension Strategy—Reread (T118) and Author’s Purpose (T119)   **Standards:** RI.2.1 ,RF.2.4, RI.2.6, RI.2.8, RI.2.5, RI.2.8, RI.2.4 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T106-107, 418-419). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud** My Light (Anthology 512-531  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, siting text evidence, Author’s Purpose   **Standards:** RI.2.1 ,RF.2.4, RI.2.6, RI.2.8, RI.2.5, RI.2.8, RI.2.4 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T106-107, 418-419). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read**  My Light (Anthology 512-531The Power of Water (532-535)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Expository Nonfiction and Make Predictions Model Close Reading Routine (T141A) * Model and practice comprehension Strategy—Reread (T118) and Author’s Purpose (T119)   **Standards:** RI.2.1 ,RF.2.4, RI.2.6, RI.2.8, RI.2.5, RI.2.8, RI.2.4 |
| **Grammar**  **Focus Area: Conjunctions**  **Activity:** Introduce conjunctions. Watch conjunctions video. Brainstorm list of conjunctions. Add to journal. Complete Identify the Conjunction WKST.  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Conjunctions**  **Activity:** Review Conjunctions. Complete wkst (Choose the Conjunction)  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Conjunctions**  **Activity:** Review Conjunctions. Complete wkst (Write sentences with and)  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Conjunctions**  **Activity:** Review Conjunctions. Complete wkst (Write sentences with or)  **Standards**:L.1.1.B, L.2.2 |
| **Handwriting**  **Letter Focus/Page:**  Cursive r/s intro video/practice | **Handwriting**  **Letter Focus/Page:**  Cursive r/Page 70 | **Handwriting**  **Letter Focus/Page:**  Cursive s/Page 71 | **Weekly Sentence Fixers** |
| lunch recess | lunch recess *w/ duty* | lunch recess | lunch recess |
| lunch | **lunch** | lunch | lunch |
| **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Informational Writing Research  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Informational Writing Research  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Informational Writing Research  **Standards**:W.2.3, W.2.8 | **Math Workshop**  **Module 6 Lesson 19 Topic D:** The Meaning of Even and Odd Numbers **Objective:**WALT investigate the pattern of even numbers: 0, 2, 4, 6, and 8 in the ones places, and relate to odd numbers. **Daily Fluency Review:** Sprint: Sums to the Teens (9 min) Making the Next Ten to Add (5 min) **Background knowledge and Introduction:**T will review RDW procedure, for problem solving. Eggs come in cartons of 12. Joanna's mom used one. Use pictures, numbers, or words to explain **weather the amount left is even or odd (15 min) Mini Lesson:**Continue to explore even numbers using doubles squares. Write the numbers out in a line and skip count circling the two's (even numbers). Take one square a way and discuss why it's not even. introduce the term odd. If we add 1 or take 1 away from an even number it makes it odd. Give students 10 minutes to complete the Problem Set. (21 min) **Debrief Questions:** - What do you notice about all even numbers? (analyze) - What number do you need to add or subtract to make another even number? (evaluate) **Exit Ticket**  **Standards:** 2.OA.3 |
| **Math Workshop**  **Module 6 Lesson 16 Topic C:** Rectangular Arrays as a Foundation for Multiplication and Division **Objective:**WALT Use grid paper to create designs to develop spatial structuring. **Daily Fluency Review:** Get to 10, 20, or 30 (4 min) Counts By Ten or One Dimes and Pennies (3 min) Grade 2 Core Fluency (5 min) **Background knowledge and Introduction:**T will review RDW procedure, for problem solving. Rick is baking muffins again. He filled 3 columns of 3 and left one column of 3 empty. a. Draw a picture to show what the muffin pan looked like. Shade the columns that Rick filled. a. Write a repeated addition equation to tell how many muffins Rick makes. Then, write a repeated addition equation to tell how many muffins would fit in the whole pan. (5 min) **Mini Lesson:**Show students grid paper and model making a design using square tiles. Then students try using the directions on their Problem set, grid paper, and the square templates. Part 1: Create a design using 10 tiles. Part 2: Create a design using 16 tiles. Part 3: Share and check your partner's work. Part 4: Create a tessellation. (33 min) **Debrief Questions:** - How is knowing how to build an array helpful in creating designs with tiles? (analyze) - What exciting new math vocabulary did we learn today? (evaluate)  **Standards:** 2.OA.4, 2.G.2 | **Math Workshop**  **Module 6 Lesson 17 Topic D:** The Meaning of Even and Odd Numbers **Objective:**WALT Relate doubles to even numbers, and write number sentences to express the sums.. **Daily Fluency Review:** Subtraction Patterns (5 min) Grade 2 Core Fluency (5 min) **Background knowledge and Introduction:**T will review RDW procedure, for problem solving. 7 students sit on one side of a lunch table. 7 more students sit across from them on the other side of the table. a. Draw an array to show the students. b. Write an addition equation that matches the array. 3 more students sit down on each side of the table. c. Draw an array to show how many students there are now. d. Write an addition equation that matches the new array. (6 min) **Mini Lesson:**Use fingers to make doubles addition equations. Discuss the pattern of counting by 2 and dicuss them being even numbers. Give students 10 minutes to complete the Problem Set. (34 min) **Debrief Questions:** - Can you immediately determine if a number is even or odd? (analyze) - Does doubling a number always result in an even number? (evaluate) **Standards:** 2.OA.3 | **Math Workshop**  **Module 6 Lesson 18 Topic D:** The Meaning of Even and Odd Numbers **Objective:** WALT pair objects and skip-count to relate even numbers. **Daily Fluency Review:** Sprint: Subtraction from Teens(8 min) Skip Counting by Twos (4 min) **Background knowledge and Introduction**: T will review RDW procedure, for problem solving. Eggs come in cartons of 12. Use pictures, numbers, or words to explain weather 12 is even or not even. (5 min) **Mini Lesson:**Continue to explore even numbers using counters within 20. Give students 10 minutes to complete the Problem Set. (33 min) **Debrief Questions:** - What connections can you make between pairing objects and equal groups? (analyze) - How can you describe each picture in terms of rows or columns? (evaluate) **Exit Ticket:**  **Standards:** 2.OA.3 | Noon Dismissal for Easter Break |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |  |
| recess | recess*w/ duty* | recess |  |
| **Science**  **Unit of Study:** Work of Water  **Lesson Concepts/Page Numbers:**   * Paper Mountains—Mystery 1 (Mapping, Earth’s Surfaces, and Landforms)   **Lesson Materials:**  Land Printout, 2 blank sheets of paper, blue water-soluble marker, 4 pieces of tape, plastic covering for desks, spray bottle of water  **Lesson Activities:**   * Introduce and watch exploration. * Discuss and journal responses.   **Standards:** 2-ESS2-2 and 2-ESS2-3) | **Science**  **Unit of Study:** Work of Water  **Lesson Concepts/Page Numbers:**   * Paper Mountains—Mystery 1 (Mapping, Earth’s Surfaces, and Landforms)   **Lesson Materials:**  Land Printout, 2 blank sheets of paper, blue water-soluble marker, 4 pieces of tape, plastic covering for desks, spray bottle of water  **Lesson Activities:**   * Watch and complete mystery activity * Journal results in science journal   **Standards:** 2-ESS2-2 and 2-ESS2-3) | **Science**  **Unit of Study:** Work of Water  **Lesson Concepts/Page Numbers:**   * Paper Mountains—Mystery 1 (Mapping, Earth’s Surfaces, and Landforms)   **Lesson Materials:**  Land Printout, 2 blank sheets of paper, blue water-soluble marker, 4 pieces of tape, plastic covering for desks, spray bottle of water  **Lesson Activities:**   * Review * Complete mystery assessment   **Standards:** 2-ESS2-2 and 2-ESS2-3) |  |
| **Closing** | **Closing** | **Closing** |  |