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| **Tuesday** | **Wednesday** | **Thursday** |
| **Spelling A-Z Activities** | **Spelling A-Z Activities** | **Spelling A-Z Activities** |
| **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/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 |
| **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 and 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 |
| lunch recess | lunch recess *w/ duty* | lunch recess |
| 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 20 Topic D:** The Meaning of Even and Odd Numbers **Objective:**WALT use rectangular arrays to investigate odd and even numbers. **Daily Fluency Review:** Skip Counting by Twos (4 mins) Grade 2 Core Fluency (5 mins) **Background knowledge and Introduction:**T will review RDW procedure, for problem solving. Mrs. Boxer has 11 boys and 9 girls at a Grade 2 party. a. Write the equation to show the total number of people. b. Are the addends even or odd? c. Mrs. Boxer wants to pair everyone up for a game. Does she have the right number of people for everyone to have a partner? (15 min) **Mini Lesson:**Part 1: even + even = even. Part 2: Even + Odd = Odd. Part 3: Odd + Odd = Even. Part 4: Extend the pattern to sums with totals within 50. Give students 10 minutes to complete the Problem Set. (26 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 7 Lesson 1 Topic A:** Problem Solving with Categorical Data **Objective:**SW sort and record data into a table using up to four categories; use category counts to solve problem **Daily Fluency Review:** Count by 10 or 5 with Dimes and Nickels Grade 2 Core Fluency Differentiated Practice Sets **Background knowledge and Introduction:**SW use dimes and nickels as representations of tens and fives to help students become familiar with coins while providing practice with counting forward and back by 10 or 5. SW core fluency differentiated practice sets **Mini Lesson:**SW complete the Application Problem (10 min) "There are 24 penguins sliding on the ice. There are 18 whales splashing in the ocean. How many more penguins than whales are there? TW create charts for S's to complete (Chart 1: Animal Characteristics, Chart 2: Sentence frames to support language production, Chart 3: Animal Classification with blank table labeled bird, mammal, reptile, and fish, Chart 4: Animal Habitats with a blank table labeled artic, woodland, and ocean **Debrief Questions** -Look at your Problem Set with a partner. Do you both have the same number of tallies in the table about animal legs? If you have a different number of tallies, talk to your partner about why that is. -Look at the next table on your Problem Set. Could I have drawn the table like this? (Draw the table vertically and write the categories in the left column.) If I make the table like this, does it change the data inside the table? Why or why not? -Look at Problem 3(b), about animal habitats. Tell your neighbor what counting strategy you used to figure out how many fewer animals have forest habitats than grasslands habitats. (Strategies might include subtraction, matched marks and counted the extra, drew a picture, or crossed out objects.) -Think about the two ways we recorded the value of our groups of animals in the tables we made today. Tell your neighbor which way you like to record information in a table. Can the same group of things be recorded in different ways? If yes, will the tallies or numbers be different in each table? **Exit Ticket:**  **Standards:** 2.MD.10, 2.MD.6 |
| **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** |