|  |  |  |  |
| --- | --- | --- | --- |
| **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/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 (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:** 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 but)  **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 | **Grammar**  **Focus Area:**  Sentence Fixer  **Activity:** Review grammar rules. Complete Sent. Fixer WKST  **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 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 | **Math Workshop**  **Module 7 Lesson 2 Topic** A: Problem Solving with Categorical Data **Objective:**SW draw and label a picture graph to represent data with up to four categories **Daily Fluency Review:** -Grade 2 Core Fluency Differentiated Practice Sets -Coin Drop **Background knowledge and Introduction:**SW practice adding and subtracting ones, fives and tens with coins **Mini Lesson:**SW complete the Application Problem (5 min) Gemma is counting animals in the park. She counts 16 robins, 19 ducks, and 17 squirrels. How many more robins and ducks did Gemma count than squirrels?  SW use the vertical and horizontal picture graphs. SW create picture graphs on graph paper **Debrief Questions:** -Talk to your neighbor about why we call these graphs picture graphs. Are there pictures in the graph? -Look at the first page of the Problem Set. Problem 1(a) asks how many more mammals than fish are in the table. Point to the pictures on your graph that tell the answer. Show your neighbor. (Guide students to see that in comparison problems, more than and fewer than refer to the extra circles of the two groups being compared.) -Look at your Problem Set. Why does the grid paper make it easier to make a picture graph? -Share the graph you created on the second page of the Problem Set with your neighbor. Do your graphs look the same? Can you understand your neighbor's graph? Is the information in the graph correct? Are there labels and symbols? Did they include a legend? -Does it matter if we record our pictures or circles in rows or columns? Does it change the information in the graph? -How does a picture graph help us organize information from a survey? **Exit Ticket:**  **Standards:** 2.MD.10, 2.MD.6 | **Math Workshop**  **Module 7 Lesson 3 Topic A:** Problem Solving with Categorical Data **Objective:**SW draw and label a bar graph to represent data; relate the count scale to the number line Daily Fluency Review:-Sprint: Addition and Subtraction by 5 -Coin Drop Background knowledge and Introduction: SW practice adding and subtracting by 5 in preparation for counting nickels in Topic B. SW practice addition and subtracting fives and tens **Mini Lesson:**SW complete the Application Problem (5 min) a. Use the tally chart to fill in the picture graph. b. Draw a tape diagram to show how many more books Jose read than Laura. c. If Jose, Laura, and Linda read 21 books altogether, how many books did Linda read? d. Complete the tally chart and the graph. TW guide S's with the Concept Development **Debrief Questions:** -Look at the first graph in your Problem Set. What did you write on this graph that we didn't put on our graph yesterday? How do the numbers on the bottom help us to record data in a bar graph? -Show your partner which part of your graph shows how many more birds than reptiles there are. -Look at your neighbor's habitat graph. Are the numbers on the scale written horizontally or vertically? -When you were coloring the boxes to record how many animal habitats are in the grasslands, did you count each box, or did you look at the numbers you wrote? Which strategy would be faster? -Why are bar graphs good for making comparisons? Can you tell which category has more or less without using the scale? How does the scale help you make more precise comparisons? -How does writing numbers on our graphs help us to use tape diagrams? How do bar and picture graphs help us to draw tape diagrams so that we can see the difference (more than or fewer than) between groups? -Tell your partner the different types of graphs you know how to use. What are the differences and similarities between them? Do they all use numbers? **Exit Ticket**  **Standards:** 2.MD.10, 2.MD.6 | **Math Workshop**  **Module 7 Lesson 4 Topic A:** Problem Solving with Categorical Data **Objective:**SW draw a bar graph to represent a given data set **Daily Fluency Review:** -Coin Drop -Sprint: Skip-Counting by 5 **Background knowledge and Introduction:**SW practice adding and subtracting ones. The sprint will give practice on skip counting by 5's, in preparation for counting with coins in Topic B **Mini Lesson:**SW complete the Application Problem (5 min) After a trip to the zoo, Ms. Anderson's students voted on their favorite animals. Use the bar graph to answer the following questions a. Which animal got the fewest votes? b. Which animal got the most votes? c. How many more students liked Komodo dragons than koala bears? d. Later, two students changed their votes from koala bear to snow leopard. What was the difference between koala bears and snow leopards then? TW guide S's with the Concept Development **Debrief Questions:** -Explain to your partner the labels you wrote on your graph before you started to record the data. Is it important to label and write a number scale before you start graphing the data? Why or why not? -In the bug graph, which problems asked a comparison question? (Problem 1 9(b), (c), and (e). If you used equations to figure out the answer to the comparison questions, what operation did you use? If you did not write an equation, tell your partner how you figured out the answer to Problem 1 (b) and (e) -Look at O'Briens farm bar graph. Did you write a number scale? Where did you put it? Does it matter if we write the number scale across the bottom or on the side? -Talk to your partner about how picture and bar graphs help us organize and compare information. Can you think of a time in your life when making a graph w  ould help you? -So far, what has each box or picture represented in our graphs? (One thing--> One animal--> One unit. So you think each box always has to be one unit? **Exit Ticket**  **: Standards:** 2.MD.10, 2.MD.6 |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |
| recess | recess*w/ duty* | recess | 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) | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |