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| **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **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:** Long O and U Tara West Week 1 pages 75-104)  **Activity:** Write School and 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 skill focus weekly passage and word stacker activity. 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**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** Sharing Thoughts as Readers (Lesson 13)  **Standards**:RI.2.1 | **Reading Workshop/Centers**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** Checking for Understanding (Lesson 14)  **Standards**:RI.2.1 | **Reading Workshop/Centers**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** Strategies to Solve Words (Lesson 15)  **Standards**:RF.2.3 | **Reading Workshop/Centers**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** Reading Punctuation (Lesson 16)  **Standards**: **L.2.2** |
| **Reading Workshop**  **Vocabulary Activity:**   * Introduce vocabulary words and meanings (T200-201, S52-53). Complete vocabulary dominoes activity.   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Finding Cal (T202-205), Wksp 54-59)  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T202) * Identify Genre- Fiction and Make Predictions * Model Close Reading Routine (T202) and Read together/discuss (T203-205) * Model and practice comprehension Strategy-Ask/Answer Questions (T202-205, 214, S 54-61)   **Standards:** RL.2.1, RL.2.3, RL.2.7, RF.2.4 | **Reading Workshop**  **Vocabulary Activity:**   * Review vocabulary words and meanings (T200-201). Complete vocabulary dominoes activity   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Not Norman (Anthology 60-77)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre- Fiction and Make Predictions Model Close Reading Routine (T231A) * Model and Practice siting text evidence * Complete close reading wb pages 15-17) * Compete Essential Question Writing Activity   **Standards:** RL.2.1, RL.2.3, RL.2.7, RF.2.4 | **Reading Workshop**  **Vocabulary Activity:**   * Review vocabulary words and meanings (T200-201). Complete vocabulary dominoes activity   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:**  Not Norman (Anthology 60-77)  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, Ask/Answer Questions)   **Standards:** RL.2.1, RL.2.3, RL.2.7, RF.2.4 | **Reading Workshop**  **Vocabulary Activity:**   * Review vocabulary words and meanings (T200-201). Write a sentence using each vocabulary word.   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:**  Not Norman (Anthology 60-77) and My Puppy (80-81)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Poetry and Make Predictions Model Close Reading Routine (T237A) * Model and Practice Comprehension Strategy-Connecting Texts * Model and Practice siting text evidence * Complete close reading wb pages 18-19   **Standards:** RL.2.1, RL.2.3, RL.2.7, RF.2.4 |
| **Grammar**  **Focus Area:** Nouns  **Activity:** Define nouns and watch noun video. Start class chart of nouns.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Nouns  **Activity:** Review definition of a noun. Complete class chart of nouns. Complete noun hunt activity.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Nouns  **Activity:** Review nouns and class chart. Complete noun wkst.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Nouns  **Activity:** Review nouns. Complete noun sort wkst.  **Standards**:L.1.1.B |
| lunch recess | lunch recess *w/ duty* | lunch recess | lunch recess |
| lunch | **lunch** | lunch | lunch |
| **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** Writing With Complete Sentences (Lesson 13)  **Standards**:L.2.2 | **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** Making Revisions (Lesson 14)  **Standards**:L.2.2 | **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** Picking a Just Right Book (Lesson 15)  **Standards**:RL.2.4 | **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** Editing a Writing Piece (Lesson 16)  **Standards**:L.2.2 |
| **Math Workshop**  **Module 3 Lesson 13 Topic E:** Modeling Numbers Within 1,000 with Place Value Disks **Objective:**SW Read and Write numbers within 1,000 after modeling with place value disks **Daily Fluency Review:** -Sprint: Place Value Counting to 100 (8 min) -100 More/100 Less (1 min) -How many Tens/How Many Hundreds (1 min) **Background knowledge and Introduction**: SW review 100 more/100 less along with reviewing how many tens/how many hundreds **Mini Lesson:**SW solve the Application Problem (10 min) Sarah's mom bought 4 boxes of crackers. Each box had 3 smaller packs of 10 inside. How many crackers were in the 4 boxes? SW draw place value disks to represent numbers and complete the Problem Set (10 min) **Debrief Questions:** -What is it about is it about the way I am drawing that is making it easy for you to tell the value of my number so quickly? **Exit Ticket**  **Standards:** 2.NBT.A | **Math Workshop**  **Module 3 Lesson 13 Topic E:** Modeling Numbers Within 1,000 with Place Value Disks **Objective:**SW Read and Write numbers within 1,000 after modeling with place value disks **Daily Fluency Review:** -Sprint: Place Value Counting to 100 (8 min) -100 More/100 Less (1 min) -How many Tens/How Many Hundreds (1 min) **Background knowledge and Introduction:**SW review 100 more/100 less along with reviewing how many tens/how many hundreds **Mini Lesson:**SW solve the Application Problem (10 min) Sarah's mom bought 4 boxes of crackers. Each box had 3 smaller packs of 10 inside. How many crackers were in the 4 boxes? SW draw place value disks to represent numbers and complete the Problem Set (10 min) **Debrief Questions:** -What is it about is it about the way I am drawing that is making it easy for you to tell the value of my number so quickly? **Exit Ticket**  **Standards:** 2.NBT.A | **Math Workshop**  **Module 3 Lesson 15 Topic E:** Modeling Numbers Within 1,000 with Place Value Disks **Objective:**SW Explore a situation with more than 9 groups of ten **Daily Fluency Review:** -Sprint: Expanded Notation -Compare Numbers 0-99 Using <, >, = (4 min) **Background knowledge and Introduction:** SW Compare numbers using symbols and review expanded notation **Mini Lesson:**SW solve "pencil problems" and record their thinking on paper so that they can share their solution strategies with other groups. This is the students' second extended exploration after many days of consecutive teaching. SW ask other pairs for help rather than asking the teacher. SW complete the Problem Set (10 min) **Debrief Questions:** -How does finding the unit help us find the answer to solve the problem? **Exit Ticket**  **Standards:** 2.NBT.A | **Math Workshop**  **Module 3 Lesson 16 Topic F: Comparing Two Three-Digit Numbers Objective:**SW Compare two three-digit numbers using <,>, and = **Daily Fluency Review:** -Sprint: Sums-Crossing Ten (12 min) **Background knowledge and Introduction:**SW review subtraction and addition sums in preparation for Module 4. **Mini Lesson:**SW complete the Application Problem "At recess Diane skipped rope 65 times without stopping. Peter skipped rope 20 times without stopping. How many more times did Diane skip rope than Peter? SW use the missing part in the drawings and make the connection between the number sentence and the missing part. SW complete the Problem Set (12 min) **Debrief Questions:** -How can your drawings help you draw conclusions? -What did you learn in Grade 1 about comparing and subtraction? **Exit Ticket**  **Standards:** 2.NBT.A |
| recess | recess*w/ duty* | recess | recess |
| **Social Studies**  **Unit of Study:** Families Today and In the Past  **Lesson Concepts/Page Numbers:**   * Map and Graph Skills (TG 14-15)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  -Introduce and define vocabulary (TG 14)  -Watch video on Timelines  -Read wb 14-15 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 15) | **Social Studies**  **Unit of Study:** Families Today and In the Past  **Lesson Concepts/Page Numbers:**   * Life Then and Now (TG 16-21)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  -Introduce and define vocabulary (TG 16)  -Look at pictures of families/activities from today and the past. Compare/Contrast.  -Read wb 16-21 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 21) | **Social Studies**  **Unit of Study:** Families Today and In the Past  **Lesson Concepts/Page Numbers:**   * Family History (TG 24-27)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  -Introduce and define vocabulary (TG 24)  -Listen to “In Our Mother’s House” by Patricia Polacco Discuss how the family’s history is remembered in the story.  -Read wb 24-27 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 27) | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |