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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:** Unit 1 Review**Activity:** Write School to Home Lists**Phonics:** Individual Review Activities**Standards**:RF.2.3 | **Spelling/Phonics****Activity:** Spelling City Assignments**Phonics:** Individual Review Activities**Standards**:RF.2.3 | **Spelling/Phonics****Activity:** Spelling City Assignments**Phonics:** Individual Review Activities**Standards**:RF.2.3 | **Spelling/Phonics****Activity:** Spelling/Word Wall Assessments**Phonics:**  Individual Review Activities**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 (T102-103, T108, S116-117). Complete vocabulary dominoes activity.

**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** The Boy Who Cried Wolf (T110-T113), Wksp 118-123)**Skills Mini-Lessons:** Reading Workshop/Shared Reading* Review Vocabulary words (T110)
* Identify Genre- Fable
* Model Close Reading Routine (T110) and Read together/discuss (T111-113)
* Model and practice comprehension Strategy-Make/Confirm/Revise Predictions and Character, Setting, Problem/Solution (T122/124)

**Standards:** RF.2.4, RL.2.3, RI.2.2, RI.2.5 | **Reading Workshop****Vocabulary Activity:*** Introduce vocabulary words and meanings (T102-103, T108, S116-117). Complete vocabulary dominoes activity.

**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Wolf! Wolf! (Anthology 136-158)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Identify Genre- Fable and Make Predictions Model Close Reading Routine (T139A)
* Model and Practice siting text evidence
* Compete Essential Question Writing Activity

**Standards:** RF.2.4, RL.2.3, RI.2.2, RI.2.5 | **Reading Workshop****Vocabulary Activity:*** Introduce vocabulary words and meanings (T102-103, T108, S116-117). Complete vocabulary dominoes activity.

**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:**  Wolf! Wolf! (Anthology 136-158)**Skills Mini-Lessons:**  Literature Anthology/Independent Reading* Read in Partners (Fluency)
* Complete comprehension tri-fold (focus—vocabulary, making/confirming predictions and identifying story elements)

**Standards:** RF.2.4, RL.2.3, RI.2.2, RI.2.5 | **Reading Workshop****Vocabulary Activity:*** Introduce vocabulary words and meanings (T102-103, T108, S116-117). Complete vocabulary dominoes activity.

**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:**  Wolf! Wolf! (Anthology 136-158)and Cinderella and Friends (160-)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Read Independently and Complete Selection Test
* Identify Genre-Expository Text and Make Predictions Model Close Reading Routine (T145A)
* Model and Practice Comprehension Strategy-Making/Confirming Predictions and Identifying Story Elements
* Model and Practice siting text evidence
* Complete close reading trifold

**Standards:** RF.2.4, RL.2.3, RI.2.2, RI.2.5 |
| **Grammar****Focus Area:** Verbs**Activity:** Define verbs. Watch Verbs Video. Act out action verbs.**Standards**:L.1.1.B | **Grammar****Focus Area:** Nouns**Activity:** Review definition of verbs. Brainstorm action verbs as a class for grammar journal.**Standards**:L.1.1.B | **Grammar****Focus Area:** Nouns**Activity:**  Review definition of verbs. Complete “find the verb” wkst.**Standards**:L.1.1.B | **Grammar****Focus Area:** Nouns**Activity:** Review definition of verbs. Complete verb or not a verb 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: Personal** Narratives**Mini-Lesson:** Lesson 9-Spelling in a Snap**Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Personal** Narratives**Mini-Lesson:** Lesson 10—Mechanics Matter**Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Personal** Narratives**Mini-Lesson:** Lesson 11—Read Like a Storyteller**Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Personal** Narratives**Mini-Lesson:** Lesson 12—Let’s Begin Again**Standards**:W.2.3, W.2.8 |
| **Math Workshop****Module 1 Lesson 5Topic B:** Initiating Fluency with Addition and Subtraction Within 100**Objective:**WALT Make a ten to add within 100**Daily Fluency Review:**-Happy Counting: Say Ten Way (2 min)-Put together/Take Apart (3 min)-Make the Next Ten Within 100 (5 min)**Background knowledge and Introduction:**TLW remember the relevance of ten-plus facts to larger numbers**Mini Lesson:**Students will partner up and complete the problem, 39+4. Students will use circles, adding 1, to make 40. Students will then use the tape diagram and share their solution strategies. Students will complete the Concept Development and Application Problem (RDW Strategy) within alloted time**Debrief Questions:**-Look at Problems 1(a) and (b). How does knowing 9+3 help you solve 19+3?-What other patterns do you notice in the Problem Set? Explain how the patterns help you solve the problems.-Compare 43+5 and 48+5. What is different about them?-Can you figure out the math goal of today's lesson? What name would you give this lesson?**Exit Ticket****Standards:** 2.OA.1, 2.OA.2, 2.NBT.5 | **Math Workshop****Module 1 Lesson 6Topic B:** Initiating Fluency with Addition and Subtraction Within 100**Objective:**WALT Subtract single-digit numbers from multiples of 10 within 100**Daily Fluency Review:**-One or Two Less (5 min)-Take from Ten (2 min)-Take out Ten (3 min)**Background knowledge and Introduction:**TLW extend their knowledge about the change in decades to subtract from multiples of 10.**Mini Lesson:**Part 1: Students will subtract single digit numbers from 20, 30, 40, 50, 60, 70, 80, 90 using drawings. Part 2: Students will subtract single digit numbers from 20, 30, 40, 50, 60, 70, 80, 90 without drawings. Students will complete the Application Problem, to allow them to apply their understanding to a take from result unknown problem. The allotted 15 minutes includes 5 minutes to solve the Application Problem and 10 minutes to complete the Problem Set.**Debrief Questions:**-Explain how you solved Problem 1 (b)-How did number bonds help you solve our subtraction problems today?-Can you figure out the goal of today's lesson? What name would you give our lesson today?-Do you think you could teach what you learned to someone else? How?**Exit Ticket****Standards:** 2.OA.1, 2.OA.2, 2.NBT.5 | **Math Workshop****Module 1 Lesson 7Topic B:** Initiating Fluency with Addition and Subtraction Within 100**Objective:**WALT Take from 10 within 20**Daily Fluency Review:**-Take out Ten and subtract (10 min)**Background knowledge and Introduction:**TLW take out ten reviews subtracting a single digit from a two-digit multiple of ten ones.**Mini Lesson:**Part 1: Students will subtract single-digit numbers from teen numbers using drawings. Part 2: Students will subtract single-digit numbers from teen numbers without drawings.**Debrief Questions:**-Look at Problem 1. What patterns do you see?-Look at Problem 2(a). How does knowing your partners of 10 help you solve both 14-8 and 14+8?-What do you have to know to be able to use the take from ten strategy?-What do you think the math goal of this lesson was? What would be a good name for this lesson?**Exit Ticket****Standards:** 2.OA.1, 2.OA.2, 2.NBT.5 | **Math Workshop****Module 1 Lesson 8Topic B:** Initiating Fluency with Addition and Subtraction Within 100**Objective: WALT Take from 10 within 100Daily Fluency Review:**-Take from aTen or Take from the Ones (2 min)-Take out Ten and Subtract (10 min)**Background knowledge and Introduction:** TLW draw attention to the fact that when there are not enough ones to subtract, students must take from a ten. Students will also review subtracting a single-digit from a two-digit multiple of ten ones**Mini Lesson:**Students work with the take from ten strategy at the abstract level, using number bonds without the support of pretend fingers. SW complete the application problem "Emma has 45 pencils. Eight pencils are sharpened. How many pencils are not sharpened?" (15 min) SW complete the Problem Set (10 min) and Student Debrief (10 min)**Debrief Questions:**-Look at Problem 1. What patterns do you see? What did you do to solve?-How did you solve Problem 2?-What do you think the math goal of this lesson was? What would be a good name for this lesson?**Exit Ticket****Standards:** 2.OA.1, 2.OA.2, 2.NBT.5 |
| recess  | recess*w/ duty* | recess  | recess |
| **Social Studies****Unit of Study:** People, Places, and Nature**Lesson Concepts/Page Numbers:** * Where People Live (TG 52-55)

**Lesson Materials:** -* S.S. Journals

**Lesson Activities:** -Introduce and define vocabulary (TG 52)-Read wb 52-55 and discuss. Complete Reading Checks together.-Assign Lesson Check Questions (wb 55) | **Social Studies****Unit of Study:** People, Places, and Nature**Lesson Concepts/Page Numbers:** * Our Communities and Resources (TG58-61)

**Lesson Materials:** * S.S. Journals

**Lesson Activities:** - Introduce and define vocabulary (TG 58)-Watch video on types of communities-Read wb 58-61 and discuss urban and suburban communities. Complete Reading Checks together. | **Social Studies****Unit of Study:** People, Places, and Nature**Lesson Concepts/Page Numbers:** * Our Communities and Resources (TG62-63)

**Lesson Materials:** * S.S. Journals

**Lesson Activities:** - Review and define vocabulary (TG 58)-Review urban and suburban communities (TG 58-61)-Read wb 62-63 and discuss rural communities. Complete Reading Checks together.-Assign Lesson Check Questions (wb 63) | **Reading Buddies 1:00-1:30****Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |