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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:** Digraphs (Tara West Week 8 pages 225-254)  **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. 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**  **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 (T200-201, S132-133). Complete vocabulary dominoes activity.   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** A Prairie Guard Dog (T), Wksp 134-139)  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T200) * Identify Genre- Narrative Nonfiction (T218) * Model Close Reading Routine (T202) and Read together/discuss (T203-205) * Model and practice comprehension Strategy-Main Idea/Details (T216-217)   **Standards:** RF.2.4, RI2.1, RI.2.2, | **Reading Workshop**  **Vocabulary Activity:**  **Activity:**   * Introduce vocabulary words and meanings (T200-201, S132-133). Complete vocabulary dominoes activity.   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Turtle! Turtle! Watch Out! (Anthology 164-181)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre- Narrative Nonfiction and Make Predictions Model Close Reading Routine (T231A) * Model and Practice siting text evidence * Compete Essential Question Writing Activity   **Standards:** RF.2.4, RI2.1, RI.2.2, | **Reading Workshop**  **Vocabulary Activity:**  **Activity:**   * Introduce vocabulary words and meanings (T200-201, S132-133). Complete vocabulary dominoes activity.   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:**  Turtle! Turtle! Watch Out! (Anthology 164-181)  **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, RI2.1, RI.2.2, | **Reading Workshop**  **Vocabulary Activity:**  **Activity:**   * Introduce vocabulary words and meanings (T200-201, S132-133). Complete vocabulary dominoes activity.   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:**  Turtle! Turtle! Watch Out! (Anthology 164-181) and At Home in the River (184-185)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Expository Text and Make Predictions Model Close Reading Routine (T237A) * Model and Practice Comprehension Strategy-Main Idea/Details * Model and Practice siting text evidence   **Standards:** RF.2.4, RI2.1, RI.2.2, |
| **Grammar**  **Focus Area:** Adjectives  **Activity:** Define adjectives. Watch Verbs Video. Brainstorm and list adjectives. Write in grammar journal.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Adjectives  **Activity:** Review definition of adjectives. Complete “describe it” activity together as a class and in journals.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Adjectives  **Activity:**  Review definition of adjectives. Discuss that adjectives can describe using the 5 senses. Complete 5-senses adjective brainstorm wkst together.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Adjectives  **Activity:**  Review definition of adjectives. Complete “Find the adjective” 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 13—Setting—Where and When  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Lesson 14—Making Characters Move  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Lesson 15—Characters Talk—Dialogue  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Lesson 16—Mid-Unit Check  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 1 Topic B:** Initiating Fluency with Addition and Subtraction Within 100  \*\*End of Module Assessment (TG 110-112)  **Standards:** 2.OA.1, 2.OA.2, 2.NBT.5 | **Math Workshop**  **Module 2 Lesson 1 Topic C:** Measure and Compare Lengths Using Different Length Units **Objective:**WALT Connect measurement with physical units by using multiple copies of the same physical unit to measure. **Daily Fluency Review:** -Happy Counting 20-40 (2 min) -Two More (1 min) -Sprint: Before, Between and After (9 min) Background knowledge and Introduction: TW continue happy counting to prepare students for counting centimeter cubes in the lesson. SW practice adding two more to make a ten, which builds fluency when crossing a ten.  **Mini Lesson**: SW solve the Application Problem (8 min) "Vincent counts 30 dimes and 87 pennies in a bowl. How many more pennies than dimes are in the bowl?  -This compare with difference unknown problem presents an opportunity to work though the common misconception that more means add.  **Debrief Questions:** -Turn to your partner and compare your answers to Problems 1-4. Explain what you had to do to measure correctly. -Did anyone find, when sharing your work, that you had a different measurement than your partner? (Students will share that they ay have not lined up the object with the edge of the first centimeter cube or that they left spaces between cubes. This is an excellent opportunity to discuss endpoint. -How di your drawings help you to answer Problems 5 and 6? What new (or significant) vocabulary did we use today to talk about measurement? (length, estimate and longer?) -What did you learn about how to measure with centimeter cubes? Could you have measured with a pocketful of coins? **Exit Ticket**  **Standards:** 2.MD.1 | **Math Workshop**  **Module 2 Lesson 2 Topic C:** Measure and Compare Lengths Using Different Length Units **Objective:**WALT Use iteration with one physical unit to measure **Daily Fluency Review:** -Renaming the Say Ten Way (2 min) -Say Ten to the Next Ten (4 min) -Making the Next Ten to Add (6 min) **Background knowledge and Introduction:**SW review skills taught in Module 1 and reinforce using place value concepts to add. SW see the connection between renaming the Say Ten way and making a ten. SW make a unit of ten to add within 20. This foundational fluency is a review of Lesson 3 from Module 1. **Mini Lesson:**SW solve the Application Problem (6 min) "With one push, Brian's toy car traveled 40 centimeters across the rug. When pushed across a hardwood floor, it traveled 95 centimeters. How many more centimeters did the car travel on the hardwood floor than across the rug?" SW partner up to figure oue how we could measure with one cube. SW complete the Problem Set (10 min) **Debrief Questions:** -Compare your answers to Problems 1-3 with a partner. What did you do to measure accurately? -What are your thoughts about Elijah's estimation strategy in Problem 5? (Students share answers. Elicit and reinforce the repetition of equal units being necessary to measure.) -Turn and talk: Why do you think I called today's strategy for measuring the mark and move forward strategy? Why is it important not to overlap? -Which method for measuring do you think is better, easier or quicker-- measuring with multiple cubes or measuring with just one cube? Why? -During our lesson, we measured 3 linking cubes with centimeter cubes. Could we use a linking cube to measure instead of a centimeter cube? Let's measure the picture of Elijah's notebook with one linking cube. What do you notice? **Exit Ticket:**  **Standards:** 2.MD.1 | **Math Workshop**  **Module 2 Lesson 3 Topic C:** Measure and Compare Lengths Using Different Length Units **Objective:**Apply concepts to create unit rulers and measure lengths using unit rulers **Daily Fluency Review:** -Happy Counting 40-60 (2 min) -Making Ten by Identifying the Missing Part (3 min) -Sprint: Making Ten (9 min)**Background knowledge and Introduction:**SW review fluently counting by ones with an emphasis on crossing the tens. SW identify the missing part to make the next ten in preparation for the Sprint. SW fluently identify the missing part to make the next ten when addin and subtracting tens and ones **Mini Lesson:**SW solve the Application Problem (8 min) "Jamie has 65 flash cards. Harry has 8 more cards than Jamie. How many flash cards does Harry have? SW create their own accurate rulers. TW guide S's through measuring an index card and at least 2 more objects such as a pencil or pencil box. SW. complete the Problem Set (7 min) **Debrief Questions:** -Turn to your partner and compare your measurements on Problems 1-3. What did you do to measure accurately with your centimeter ruler? -Tell your partner how you made your ruler. What steps di you take to make it an accurate toold for measurement? -What was different about using the mark and move forward strategy from using the ruler? Why is using the ruler more efficient than counting harsh marks? -What are some objects that are longer than our centimeter ruler? How can we measure objects that are longer than our rulers? **Exit Ticket**  **Standards:** 2.MD.1 |
| recess | recess*w/ duty* | recess | recess |
| **Native American Day Activities** | **Social Studies**  **Unit of Study:** Government  **Lesson Concepts/Page Numbers:**   * Citizens Follow Rules and Laws (TG 74-77)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  - Introduce and define vocabulary (TG 74)  -Watch video on rules and laws  -Brainstorm classroom/home rules and community laws. Compare and contrast rules and laws.  -Read wb 74-77 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 77) | **Social Studies**  **Unit of Study:** Government  **Lesson Concepts/Page Numbers:**   * Cause and Effect (TG 78-79)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  - Introduce and define vocabulary (TG 78)  -Watch video on cause and effect  -Review rules and laws  -Read wb 78-79 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 79) | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |