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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:** -S and -Es Endings (Tara West Week 11 pages 324-353)  **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 (T384-385, S164-165). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Cats and Kittens (T386-387), Wksp 166-169)  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T384) * Identify Genre- Poetry (T386) * Model Close Reading Routine (T386) and Read together/discuss (T386-387) * Model and practice comprehension Strategy—Poetry, Main Idea/Details (T396-398) * Complete detail graphic organizer together   **Standards:** RF.2.4, RL.2.1, RL.2.4 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T384-385, S164-165). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Beetles and The Little Turtle (Anthology 206-209)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre—Poetry and Make Predictions Model Close Reading Routine (T413A) * Model and Practice siting text evidence * Complete MI/Detail Wkst Together   **Standards:** RF.2.4, RL.2.1, RL.2.4 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T384-385, S164-165). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:**  Beetles and The Little Turtle (Anthology 206-209)  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, siting text evidence, main idea/details, connections)   **Standards:** RF.2.4, RL.2.1, RL.2.4, | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T384-385, S164-165). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:**  Beetles and The Little Turtle (Anthology 206-209) and Gray Goose (Anthology 210-211)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Poetry and Make Predictions Model Close Reading Routine (T419A) * Model and Practice Comprehension Strategy-Main Idea/Details. Compare Texts (TG419A) * Model and Practice siting text evidence   **Standards:** RF.2.4, RL.2.1, RL.2.4, |
| **Grammar**  **Focus Area:** Singular and Plural Nouns  **Activity:** Review plural nouns and Plural noun rules. Watch plural nouns video. Wkst Halloween Making It Plural  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Singular and Plural Nouns  **Activity:** Review plural nouns and Plural noun rules. Wkst Halloween Plural Noun Sort  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Singular and Plural Nouns  **Activity:** Define Collective Nouns and list in journal. WKST Sorting Singular, Plural, and Collective Nouns  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Nouns, Verbs, Adjectives Review  **Activity:** Review Nouns, Verbs, and Adjectives. WKST Parts of Speech Sort  **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 22—Sound Effects/Pop Out Words  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Lesson 23—Storytelling with a Partner  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Lesson 24—Writing Booklets  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Lesson 26—Use All You Know  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 2 Lesson 8 Topic D: Relate Addition and Subtraction to Length Objective:**Solve addition and subtraction word problems using the ruler as a number line **Daily Fluency Review:** -How Many More to Make a Meter? (3 min) -Sprint: Making a Meter (9 min) **Background knowledge and Introduction:** SW complete the activity, "How Many More to Make a Ten", which extends upon the make a ten strategy within the metric system in preparation for the Sprint. It also reinforces that 1 meter is composed of 100 centimeters. SW use the make a ten strategy to compose a 1 meter **Mini Lesson:**SW solve the Application Problem (6 min) "Bill the frog jumped 7 centimeters less than Robin the frog. Bill jumped 55 centimeters. How far did Robin jump? This *compare with bigger unknown*problem uses the word*less,*which presents an opportunity for students to work through the easy mistake that *less* or *less than* means to subtract. SW complete the Problem Set (10 min) **Debrief Questions:** -Explain to your partner how you solved Problem 1. What similarities or differences were there in your solution methods? -What strategies did you use to solve Problem 2? Invite students to compare their drawings -How can you solve a problem with a ruler that does not start at zero? -How is a ruler similar to a number line? -Look at Problem 4. What math strategies did you need to know in order to solve this problem? (Counting on, skip counting, adding and subtracting.) -How did we use addition and subtraction today? **Exit Ticket**  **Standards:** 2.MD.A.4, 2.MD.B.5, 2.MD.B.6 | **Math Workshop**  **Module 2 Lesson 9 Topic D: Relate Addition and Subtraction to Length Objective:**Measure lengths of string using measurement tools, and use tape diagrams to represent and compare lengths **Daily Fluency Review:** -Meter Strip Addition (6 min) -Happy Counting by Centimeters (4 min) **Background knowledge and Introduction:**SW apply knowledge of using the ruler as a number line to fluently add multiples of 10. SW practice counting by 10 centimeters and exchanging centimeters for meters. This activity relates to Say Ten counting, where ones are exchanged for tens.**Mini Lesson:**SW solve the Application Problem (6 min) "Richards sunflower is 9 centimeters shorter than Oscar's. Richard's sunflower is 75 centimeters tall. How tall is Oscar's sunflower?" This *compare with bigger unknown* problem is similar to the problem in Lesson 8, but here the word "shorter" relates to measurement. SW complete the Problem Set (10 min) **Debrief Questions:** -What estimation strategies did you use for Problem 1? How were they similar to or different from you partner's strategies? (Chart benchmark strategies.) -Look at Problems 2 and 3. What steps did you take to draw an accurate tape diagram? How do you drawings compare to your partner's? -What do you think the math goal of this lesson was? What would be a good name for this lesson? -How did you show your thinking today? **Exit Ticket**  **Standards:** 2.MD.A.4, 2.MD.B.5, 2.MD.B.6 | **Math Workshop**  **Module 2 Lesson 10 Topic D:** Relate Addition and Subtraction to Length **Objective:**Apply conceptual understanding of measurement by solving two-step word problems **Daily Fluency Review:** -Meter Strip Subtraction: Subtracting Multiples of 10 from Numbers (6 min) -Take from Ten (3 min) -Relate Subtraction to Addition (3 min) **Background knowledge and Introduction:**SW continue with the following possible sequence: 45 cm, 52, cm, 64 cm, 74 cm, 82 cm, 91 cm, 99 cm. As students show mastery, advance to subtracting 20 centimeters. SW explore an alternate method of using ten to subtract in preparation of subtracting throughout the year. SW mentally subtract the ones and add the difference to 10. **Mini Lesson:**SW Complete Problems 1 and 2 and discuss and compare Problems 1 and 2 with each other. Problem 1: Mr. Peterson decorated with 15 meters of ribbon in the morning. He decorated with 8 more meters in the afternoon than in the morning. How many meters of ribbon did Mr. Peterson use to decorate in the morning and afternoon in all? Problem 2: The red colored pencil is 17 centimeters long. The green colored pencil is 9 centimeters shorter than the red pencil. What is the total length of both pencils? SW complete the Problem Set (10 min) **Debrief Questions:** -How was your drawing for Problem 2, Step 1, similar to the model drawn for Problem 1, Step 1? -With your partner, compare your tape diagrams for Problem 2, Step 2. How did you label them? -Where did you place your addends? How did you show the change (smaller, taller)? Where did you draw brackets? -What must you do when drawing tape diagrams and comparing lengths in order to be accurate? -How could we arrive at the same answer to today's problems but in a different way? What other math strategies can you connect with this? (eg., part--whole, number bond figures?) -How do tape diagrams help you to solve problems with more than one step? **Exit Ticket**  **Standards:** 2.MD.A.4, 2.MD.B.5, 2.MD.B.6 | **Math Workshop**  \*\*End of Module Assessment (TG 110-112)  **Standards**: 2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4, 2.MD.B.5, 2.MD.B.6 |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |
| recess | recess*w/ duty* | recess | recess |
| **Social Studies**  **Unit of Study:** Government  **Lesson Concepts/Page Numbers:**   * Governments Around the World (TG 86-91)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  - Introduce and define vocabulary (TG 86)  -Read wb 86-91 and discuss. Complete Reading Checks together. | **Social Studies**  **Unit of Study:** Government  **Lesson Concepts/Page Numbers:**   * Lesson 3 of Tara West S.S. (Bill of Rights)   **Lesson Materials:**   * Reflection Log, Bill of Rights flip book, Rights and Responsibilities Brain Pop Video   **Lesson Activities:**  -Watch the “Rights and Responsibilities” Brain Pop Video  -Show and discuss the bill of rights. Discuss importance of having rights protected.  -Complete individual Bill of Rights flip books.  -Write in Reflection Log-Day 3 | **Social Studies**  **Unit of Study:** Government  **Lesson Concepts/Page Numbers:**   * Lesson 10A of Tara West S.S. (Voting)   **Lesson Materials:**   * Reflection Log, Vote flap Booklet, Registration Card   **Lesson Activities:**  -Discuss the importance of voting and voting requirements (age, registration).  -Make individual “vote” flap booklets  -Make Voter Registration Cards  -Write in Reflection Log-Day 10 | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |