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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:** ai and ay (Tara West Week 12 pages 354-383)**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 (T16-T17 S180-181). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Magnets Work (T18-T21), Wksp 182-187)**Skills Mini-Lessons:** Reading Workshop/Shared Reading* Review Vocabulary words (T16)
* Identify Genre- Expository Nonfiction (T34)
* Model Close Reading Routine (T386) and Read together/discuss (T18-T21)
* Model and practice comprehension Strategy—Reread/Author’s Purpose; Figurative Text (T 32, T36-37)

**Standards:** RF.2.4, RI2.1, RI2.5, RI.2.7 | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T16-T17 S180-181). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** I Fall Down (Anthology 212-229)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Identify Genre—Narrative Nonfiction and Make Predictions Model Close Reading Routine (T47A)
* Model and Practice siting text evidence
* Identify Author’s Purpose (47I)

**Standards:** RF.2.4, RI2.1, RI2.5, RI.2.7 | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T16-T17 S180-181). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:**  I Fall Down (Anthology 212-229) **Skills Mini-Lessons:**  Literature Anthology/Independent Reading* Read in Partners (Fluency)
* Complete comprehension tri-fold (focus—vocabulary, siting text evidence, author’s purpose, connections)

**Standards:** RF.2.4, RI2.1, RI2.5, RI.2.7 | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T16-T17 S180-181). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:**  I Fall Down (Anthology 212-229) and Move It (Anthology 230-231)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Read Independently and Complete Selection Test
* Identify Genre-Expository Text and Make Predictions Model Close Reading Routine (T53A)
* Model and Practice Comprehension Strategy-Author’s Purpose and Compare Text (TG53A)
* Model and Practice siting text evidence
* Complete close reading trifold

**Standards:** RF.2.4, RI2.1, RI2.5, RI.2.7 |
| **Grammar****Focus Area:** Compound Words**Activity:** What is a compound word? Define ad identify compound words. Brainstorm a list in grammar journals.**Standards**:L.1.1.B | **Grammar****Focus Area:** Compound Words**Activity:** Review definition and samples of compound words. Complete Compound Word Match WKST.**Standards**:L.1.1.B | **Grammar****Focus Area:** Compound Words**Activity:** Review definition and samples of compound words. Partner students and complete compound word match game.**Standards**:L.1.1.B | **Grammar****Focus Area:** Compound Words**Activity:** Review definition and samples of compound words. Complete Is it a Compound Word 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 27—Let’s Revise**Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Personal** Narratives**Mini-Lesson:** Revision **Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Personal** Narratives**Mini-Lesson:** Revision**Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Personal** Narratives**Mini-Lesson:** Revision**Standards**:W.2.3, W.2.8 |
| **Math Workshop****Module 4 Lesson 1Topic A:** Sums and Differences within 100**Objective:**SW relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 and 10**Daily Fluency Review:**Place Value (6 min)More/Less (4 min)**Background knowledge and Introduction:**SW review and practice place value skills, to prepare students for adding and subtracting 1 and 10 in today's lesson**Mini Lesson:**SW complete the Application Problem (10 min) "In the morning, Jacob found 23 seashells on the beach. In the afternoon, he found 10 more. In the evening, he found 1 more. How many seashells did Jacob find in all? If he gives 10 to his brother, how many seashells will Jacob have left?" T will review RDW procedure, for problem solving. SW post "more" sentence frames on one side of the board and less frames on the other side. T will pass out charts and disks. Repeat the process for 1 less than 36. Repeat the process for 10 less than 36. Continue until students can readily identify the rule. SW complete the Problem Set**Debrief Questions:**-What do you need to know to complete each pattern in Problem 3?-Look at Problem 4. What are we actually doing when we talk about 10 more, 10 less, 1 more, or 1 less than a number?-What helpful strategy did we use today to record a sequence of numbers? Can we use an equal sign instead of an arrow? Is this statement: 33+10=43-1=42-1 true?-In problem 4, Part (c), what total quantity did you add to 48 to arrive at 80? How do you know? How can we show it as an equation?-What simplifying strategy did you use to answer Problem 6? How could you use what you know from Problem 5 to answer Problem 6?-What important connection did we make today?**Exit Ticket****Standards:** 2.OA.2, 3.NBT.5, 2.NBT.8, 2.NBT.9 | **Math Workshop****Module 4 Lesson 2Topic A:** Sums and Differences within 100**Objective:**SW add and subtract multiples of 10 including counting on to subtract**Daily Fluency Review:**Place Value (7 min)How many more tens? (3 min)**Background knowledge and Introduction:**SW review and practice place value skills, to prepare students for adding and subtracting multiples of 10**Mini Lesson:**SW use the rekenrek to show ten more, ten less, twentyless. T encourages students to make connections between different solution stratefies and to choose what works best for a given problem or for their way of thinking. SW complete the Application Problem (8 min) "Susan has 57 cents in her piggy bank. If she just put in 30 cents today, how much did she have yesterday?**Debrief Questions: -**Which simplifying strategy di you sue to solve thesequence in Problem 1, Part (d)? Why is the arrow way a good choice for counting up?-Explain to your partner how you solved the sequence in Problem 2, Part (c). How did they help you to solve in Problem 2, Part (d)? What was similar about them?-How was solving Problem 3, Part (e) different from solving the other parts of Problem 3? What did you need to do?-Explain to your partner how you used the arrow way to solve Problem 4. Why did this strategy work well?**Exit Ticket****Standards:** 2.OA.2, 3.NBT.5, 2.NBT.8, 2.NBT.9 | **Math Workshop****Module 4 Lesson 3Topic A:** Sums and Differences within 100**Objective:**SW add and subtract multiples of 10 and some ones within 100**Daily Fluency Review:**-More and Less: Multiples of 10-Sprint: Add and Subtract Ones and Tens (8 min)**Background knowledge and Introduction:**SW review Lesson 2 by adding and subtracting multiples of 10 fluently**Mini Lesson:**SW complete the Application Problem "Terrell put 19 stamps in his book on Monday. On Tuesday, he put in 32 stamps. a. How many stamps did Terrell put in his book on Monday and Tuesday? b. If Terrell's book holds 90 stamps does he need to fill his book? SW use their personal whiteboards to "show me" how to solve addition and subtraction problems**Debrief Questions:**-For Problem 1, Part (a), how does knowing 38+20 help you to solve the other problems in that set?-For Problem 1, Part (c), how does knowing 34-10 help you to solve the other problems in that set?-How did using the arrow way help you to solve Problem 1, Part (d)? What careful observations can you make about the numbers you subtracted?-Share and compare with a partner: What were your simplifying strategies for solving Problem 2, Part (d)? How were they the same or different?-How does mentally adding and subtracting tens help us with numbers that are close to tens, like 19 and 41?**Exit Ticket:** **Standards:** 2.OA.2, 3.NBT.5, 2.NBT.8, 2.NBT.9 | **Math Workshop****Module 4 Lesson 4Topic A:** Sums and Differences within 100**Objective:**SW add and subtract multiples of 10 and some ones within 100**Daily Fluency Review:**-Place Value (3 min)-Making a Ten Drill (2 min)-Making the Next Ten to Add (5 min)**Background knowledge and Introduction:**SW review place value skills in isolation, prepares students for success with adding and subtracting tens and ones**Mini Lesson:**SW use linking cubes and personal white boards to create tape diagrams, to help them solve subtraction and addition problems. SW complete the Application Problem "Carlos bought 61 t-shirts. He gave 29 of them to his friends. How many t-shirts does Carlos have left? SW complete the Problem Set**Debrief Questions:**-How did you label your tape diagram in Problem 1, Part (b)? Why?-Share your tape diagram for Problem 2, Part (b) with a partner. How did you label it to add tens?-Look at Problem 2, Part (c): 61+29=60+30. Is this true? How do you know?-What other special strategy could you use to solve Parts (a)-(d) of Problem 1? How could you use the arrow way to solve these problems?-What do you notice about the numbers in the Problem Set today?-When is the best time to use the tape diagram to solve? What is the goal in using the tape diagram as a simplyfying strategy?**Exit Ticket****Standards:** 2.OA.2, 3.NBT.5, 2.NBT.8, 2.NBT.9 |
| **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:** * 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 | **Halloween Parade and Party** | **Social Studies****Unit of Study:** Government**Lesson Concepts/Page Numbers:** * Governments Work Together (TG 94-97)

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

**Lesson Activities:** **Lesson Activities:** - Introduce and define vocabulary (TG 94)-Read wb 80-85 and discuss. Complete Reading Checks together.-Assign Lesson Check Questions (wb 97) | **Reading Buddies 1:00-1:30****Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |