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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:** ea and ee (Tara West Week 13 pages 384-413)**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 (T108-109, S196-197). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Starry Night (T111-113-), Wksp 198-203**Skills Mini-Lessons:** Reading Workshop/Shared Reading* Review Vocabulary words (T108)
* Identify Genre- Fiction (T126)
* Model Close Reading Routine (T110) and Read together/discuss (T111-113)
* Model and practice comprehension Strategy—Plot Sequence, Problem/Solution (T124-125, T135)

**Standards:** RF.2.4, RI2.1, RI2.5, RI.2.7 | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T108-109, S196-197). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Mr. putter and Tabby See the Stars (Anthology 232-251)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Identify Genre—Fiction and Make Predictions Model Close Reading Routine (T139A)
* Model and Practice siting text evidence
* Model and practice comprehension Strategy—Plot Sequence, Problem/Solution (T124-125, T135)
* Write summary/retell (TG139K)

**Standards:** RF.2.4, RI2.1, RI2.5, RI.2.7 | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T108-109, S196-197). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:**  Mr. putter and Tabby See the Stars (Anthology 232-251)**Skills Mini-Lessons:**  Literature Anthology/Independent Reading* Read in Partners (Fluency)
* Complete comprehension tri-fold (focus—vocabulary, siting text evidence, author’s purpose, connections, retell

**Standards:** RF.2.4, RI2.1, RI2.5, RI.2.7 | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T108-109, S196-197). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:**  Mr. putter and Tabby See the Stars (Anthology 232-251) and Day to Night (Anthology 252-255)**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—Plot Sequence, Problem/Solution (T124-125, T135
* 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:** 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 | **Writer’s Workshop****Unit of Study: Personal** Narratives**Mini-Lesson:** Revision**Standards**:W.2.3, W.2.8 |
| **Math Workshop****Module 4 Lesson 5Topic A:** Sums and Differences within 100**Objective:**SW solve one- and two-step word problems within 100 using strategies based on place valueDaily Fluency Review:-Rename the Units: Choral Response-Sprint: Add and Subtract Ones and Tens**Background knowledge and Introduction:**SW review place value relationships that lead into Lesson 6**Mini Lesson:**SW use their personal white boards to model the problem, solve and write a statement and assess the solution for reasonableness. SW solve a single step word problem using a tape diagram and the arrow way. SW solve a single step word problem by drawing a tape diagram and using a number bond or the arrow way to solve. SW solve a two-step problem by drawing a tape diagram and using a number bond to solve. SW solve a two-step problem by drawing a tape diagram and using the arrow way to solve. SW complete the Problem Set**Debrief Questions:**-Let's chart the different problem-solving strategies we have used today (to be referenced in future lessons throughout the module). What did today's problem-solving strategies have in common?-Explain how you decide whether to use a single bar or a double bar tape diagram when solving problems like Problem 3 or Problem 4 from today's lesson-Looking at the Problem Set, which simplifying strategy did you use to solve Problem 1? Why did you choose that strategy? Could you have solved this problem another way?-Which operation did you choose to solve Problem 2? Why? How did drawing a tape diagram help you to solve?-How did you show your thinking in Problem 4, Part (a)? Can you write an equation that describes the situation in this problem? Did you use this same operation to solve?-What is the most challenging part about drawing a tape diagram for Problem 5, Part (a)? Based on that diagram, which simplifying strategy di dyou choose to solve?**Exit Ticket****Standards:** 2.OA.2, 3.NBT.5, 2.NBT.8, 2.NBT.9 | **Math Workshop****Module 4 Lesson 6Topic B:** Strategies for Composing a Ten**Objective:**SW use manipulatives to represent the composition of 10 ones as 1 ten with two-digit addends**Daily Fluency Review:**-Finding Doubles-Say Ten Counting-Say Ten Counting to the Next Ten**Background knowledge and Introduction:**SW review practicing saying numbers the Say Ten way in isolation , which prepares students for success when adding numbers during this lesson, along with making a connection with counting the Say Ten way and making a ten.**Mini Lesson:**SW complete the Application Problem, "Mr. Wally's class collects 36 cans for the recycling program. Then, Azniv brings in 8 more cans. How many cans does the class have now? SW use place value disks, unlabeled tens place value chart to show place value bundles. SW complete the Problem Set**Debrief Questions:**-How did the sequence in Problem 1, Part (a) help you solve 36+48 metally? Did you need to compose a ten to solve?-Look at the two columns in Problem 2. Did you need to model the problems in the second column? (For example, did you need to compose a ten?)-Explain to your partner how to solve Problem 3. Did you need to compose a ten to solve? How did you know?-For Problem 2, in rows (c), (e), and (g), did you compose a new unit of 10 in both problems? Why or why not? How could you know that you would not need to compose a new unit in one of the problems?**Exit Ticket****Standards:** 2.NBT.7, 2.NBT.9, 2.OA.1, 2.NBT.5 | **Math Workshop****Module 4 Lesson 7Topic B:** Strategies for Composing a Ten**Objective:**SW relate addition using manipulatives to a written vertical method**Daily Fluency Review:**-Place Value-Say Ten Counting-Take Out the Tens**Background knowledge and Introduction:**SW review place value concepts from Module 3 to prepare students for today's lesson. SW practice making a ten in unit form to prepare for composing a ten on the place value chart**Mini Lesson:**SW complete the Application Problem, "Farmer Andino's chickens laid 47 brown eggs and 39 white eggs. How many eggs did the chickens lay in all? SW emphasize the importance of each action on the place value chart and how it relates to each step in the algorithm. SW complete the Problem Set**Debrief Questions:**-In problem 1, which problems were you able to solve mentally? Did you need to compose a ten for all of the problems in the second column? Why not?-How did you solve Problem 1, Part (c): 48+34, 46+36? How did you change your place value chart to show the problem in the second column?-Explain to your partner how you used manipulatives to solve Problem 1, Part (d): 27+68. How did this problem help you to solve the second one?-For Problem 2, how did your work with the place value disks match the vertical form? How did you show new groups today?-Explain to your partner how you solved Problem 3 using manipulatives and the vertical form. How could you solve this problem differently using a simplifying strategy?**Exit Ticket:** **Standards:** 2.NBT.7, 2.NBT.9, 2.OA.1, 2.NBT.5 | **Math Workshop****Module 4 Lesson 8Topic B:** Strategies for Composing a Ten**Objective:**SW use math drawings to represent the composition and relate drawings to a written method**Daily Fluency Review:**-Number Patterns-Sums to the Teens**Background knowledge and Introduction:**SW apply knowledge of adding and subtracting multiples of 10 and 1 to complete patterns**Mini Lesson:**SW complete the Application Problem, "At the school fair, 29 cupcakes were sold, and 19 were left over. How many cupcakes were brought to the fair? SW complete the Problem Set**Debrief Questions:**-For Problem 1, Part (a), did you compose a ten? Why? How many ones were leftover? How did you show it on your place value chart?-Explain to your partner how to solve Problem 1, Part (b). How did you show a new unit of ten on your model and on the vertical form?-For problem 1, Part (d), what did you need to be sure to do when you were solving 33+59 using the vertical form?-How did you rename the ones in problem 1, Part (f)?  How is practicing the Say Ten way helpful when we are adding larger numbers?-With your partner, compare Problem 1, Parts (a) and (e). Could you have used Problem 1, Part (a) to solve Part (e) mentally (i.e., without composing a ten?)**Exit Ticket****Standards:** 2.NBT.7, 2.NBT.9, 2.OA.1, 2.NBT.5 |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |
| recess  | recess*w/ duty* | recess  | recess |
| **Social Studies—****Veteran’s Day/Voting Booklet** | **Reading Buddies 1:00-1:30****Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |