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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:** -I, -IE, -IGH, -Y (Tara West Week 17 (pages 543-572)  **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, 260-261). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Alaska: A Special Place (T18-19, Wksp 262-265).  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T16) * Identify Genre- Informational Text (T32). Review nonfiction text features. * Model Close Reading Routine (18-19) and Read together/discuss * Model and practice comprehension Strategy—Reread, Compare and Contrast-Connections within Text (T29-30)   **Standards:** RI.2.4, RI.2.1, RF2.4, RI.2.3, RI.2.2 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T16-T17, 260-261). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Rain Forests (Anthology 300-319)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre—Informational Text and Make Predictions Model Close Reading Routine (T45A) * Model and Practice siting text evidence * Model and practice comprehension Strategy—Reread, compare and Contrast-Connections within Text T30, 45A-K)   **Standards:** RI.2.4, RI.2.1, RF2.4, RI.2.3, RI.2.2 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T16-T17, 260-261). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Rain Forests (Anthology 300-319)  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, siting text evidence, author’s purpose, connections, Main Idea/Details, Compare/Contrast)   **Standards:** RI.2.4, RI.2.1, RF2.4, RI.2.3, RI.2.2 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T16-T17, 260-261). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud**: Rain Forests (Anthology 300-319)  and African Savannas (320-321)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Informational Text and Make Predictions Model Close Reading Routine (T51A) * Model and practice comprehension Strategy—Text Features, Text Connections T41A, 60-61) * Model and Practice siting text evidence   **Standards:** RI.2.4, RI.2.1, RF2.4, RI.2.3, RI.2.2 |
| **Grammar**  **Focus Area:** Commas  **Activity:** What are commas? Identify places where a comma is used. Glue rules sheet into journal.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Commas  **Activity:** Review definition of a comma. Discuss rules for using a comma in a list. Complete Commas in a List WKST.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Commas  **Activity:** Review definition of a comma. Discuss rules for using a comma date. Complete Commas in a Date WKST.  **Standards**:L.1.1. | **Grammar**  **Focus Area:** Commas  **Activity:** Review definition of a comma. Discuss rules for using a comma in an address. Complete Commas in an address WKST.  **Standards**:L.1.1. |
| lunch recess | lunch recess *w/ duty* | lunch recess | lunch recess |
| lunch | **lunch** | lunch | lunch |
| **Writer’s Workshop**  **Unit of Study: Letter’s to Santa**  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Letter’s to Santa**  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Letter’s to Santa**  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Letter’s to Santa**  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 4 Lesson 19 Topic D:** Strategies for Composing Tens and Hundreds **Objective:**SW relate manipulative representations to a written method **Daily Fluency Review:** -Addition Fact Flash Cards -Adding Ones to Make Tens -Adding Tens and Ones **Background knowledge and Introduction:**SW practice changing ones for tens in preparation for today's lesson. SW practice the fluency activity to help adding like units by seeing the addends in expanded form**. Mini Lesson:** SW complete the Application Problem, "There are 35 note cards in one box. There are 67 note cards in another box. How many note cards are there in all? SW complete the Problem Set. SW solve addition problems using addends. SW work in partners as they take turns modeling and writing each addend **Debrief Questions:** -For Problems 1(a) and (b), did you compose a ten? A hundred? How did you show it on your place value chart? -Explain to your partner how to solve Problems 1(c) and (d). How did you show a new unit of ten or hundred on your place value chart and in vertical form? -What do you notice about the totals in Problems 1(e) and 1(f)? -For Problem 1(e), what did you need to be sure to do when you were solving 68+75 using vertical form? Did anyone try to solve this mentally? How? -What is the answer for Problem 1(f), 96+47?  How many tens and ones are in the answer (i.e., 143=\_\_tens \_\_\_ ones? How did you rename those tens in the algorithm? -Look again at Problem 1(h), 146+54. How could you have used a number bond as a simplifying strategy to solve this problem? **Exit Ticket:**  **Standards:** 2.NBT.B.6, 2.NBT.7, 2.NBT.8, 2.NBT.9 | **Math Workshop**  **Module 4 Lesson 20 Topic D:** Strategies for Composing Tens and Hundreds **Objective:**SW use math drawings to represent additions with up to two compositions and relate drawings to a written method **Daily Fluency Review:** -Addition Fact Flash Cards -Sprint: Addition Crossing a Ten **Background knowledge and Introduction:**SW practice changing ones for tens in preparation for today's lesson. SW practice the fluency activity to help adding like units by seeing the addends in expanded form. **Mini Lesson:** SW complete the Application Problem, "Kendra and Jojo are counting their marbles. Kendra has 38, and Jojo has 62. Kendra says they have 100 marbles altogether, but Jojo says they have 90. Use words, numbers, or a model to prove who is correct. SW complete the Problem Set. SW write addition problems vertically and make math drawings, reminding them to be precise in aligning the digits and in drawing their chips in neat 5-groups **/Debrief Questions:** -Explain to your partner how you solved Problems 1(a) and (b). What significant differences do you notice about the place value charts for these two parts of the problem? Why? -For Problem 1(c), use place value language to explain to your partner how your model matches vertical form. -One student's answer for Problem 1(d), 47+75, was 112. Was she correct? What mistake did she make in vertical form? -Look carefully at Problem 1(e), 68+88. Could you have solved this problem mentally? How?  -Think about your math drawings. How did you know when to rename ones? Tens? What did that look like in vertical form? **Exit Ticket:**  **Standards:** 2.NBT.B.6, 2.NBT.7, 2.NBT.8, 2.NBT.9 | **Math Workshop**  **Module 4 Lesson 21 Topic D:** Strategies for Composing Tens and Hundreds **Objective:**SW use math drawings to represent additions with up to two compositions and relate drawings to a written method **Daily Fluency Review:** -Addition Fact Flash Cards -Place Value -Rename The Units: Choral Response **Background knowledge and Introduction:**SW practice addition facts, students gain fluency adding with 20. SW practice place value skills solidifies understanding the reason for bundling. SW review foundational concepts that support today's lesson **Mini Lesson:** SW complete the Application Problem, "Katrina has 23 stickers, and Jennifer has 9. How many more stickers does Jennifer need to have as many as Katrina? SW complete the Problem Set. SW work with bare numbers and chip models to develop conceptual understanding of the algorithm when there are two compositions **Debrief Questions:** -Explain to your partner how you solved Problems 1(a) and (b). How can you tell immediately if you are going to need to bundle ones? Tens? -Could you have solved Problems 1(a) and (b) mentally? Which strategies would be easiest? -For Problem 1(c), how does knowing partners to ten help you to solve this problem? -For Problem 1(d), use plave value language to explain to your partner how your model matches the written addition. -Share your responses to Problem 2 with a partner. What does Abby understand about addition? If you were Abby's teacher, what would you focus on teaching her in the next lesson? Why? **Exit Ticket:**  **Standards:** 2.NBT.B.6, 2.NBT.7, 2.NBT.8, 2.NBT.9 | **Math Workshop**  **Module 4 Lesson 22 Topic D:** Strategies for Composing Tens and Hundreds **Objective:**SW solve additions with up to four addends with totals within 200 with and without two compositions of larger units **Daily Fluency Review:** -Addition Fact Flash Cards -Subtraction from Tens -Crossing a Ten **Background knowledge and Introduction:**SW review the take-from-ten facts to help them solve many problems. SW review crossing a ten to prepare them for making a multiple of 10 as they solve problems with up to four addends **Mini Lesson:** SW complete the Application Problem, "There are 38 apples, 16 bananas, 24 peaches, and 12 pears in the fruit basket. How many pieces of fruit are in the basket?" SW complete the Problem Set. SW look for partners to 10 ones or 10 tens to solve, using the associative property to group the numbers. Within each set of problems, encourage students to relate problems to each other **Debrief Questions:** -For Problems 1(a)-(c), how are the three columns related? How do the columns build upon each other? -In Problem 1(a), how many tens are in 125+25+17? How do you know? -In Problem 1(b), how did you group the tens and ones to solve an easy problem? What did you do with 15 ones? -In Problem 1(c), how did you change the order of the addends to make a simpler problem to solve? -How did you solve Problem 2 differently from Josh and Keith? Did you change the order of the addends? Did you make 10 ones? How about 10 tens? -Could we use the vertical method to solve these problems? **Exit Ticket**  **Standards:** 2.NBT.B.6, 2.NBT.7, 2.NBT.8, 2.NBT.9 |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |
| recess | recess*w/ duty* | recess | recess |
| DIBELS Assessments | DIBELS Assessments | DIBELS Assessments | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |