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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** |
| **Spelling A-Z Activities** | **Spelling A-Z Activities** | **Spelling A-Z Activities** | **Christmas Movie**  **Noon Dismissal** |
| **Morning Meeting/Calendar** | **Morning Meeting/Calendar** | **Morning Meeting/Calendar** |
| **Spelling/Phonics**  **Pattern of Study:** -Christmas Words  **Phonics:** Review Activities  **Standards**:RF.2.3 | **Spelling/Phonics**  **Activity:** Spelling City Assignments  **Phonics:** Review Activities  **Standards**:RF.2.3 | **Spelling/Phonics**  **Activity:** Spelling City Assignments  **Phonics:** Review Activities  **Standards**:RF.2.3 |
| **Grinch Week Activities:**  Grinch Word Sort  **Standards**:RF.2.3 | **Grinch Week Activities:**  Grinch Word Search  **Standards**:RF.2.3 | **Reading Workshop**  **Grinch Week Activities:**  Watch Original “Grinch” Movie  **Standards:** RF.2.4, RL.2.1, RL.2.2, RL2.3, RL.2.5, RL.2.6, RL.2.9 |
| **Reading Workshop**  **Grinch Week Activities:**  Author’s Purpose and Author’s Message  Read “How the Grinch Stole Christmas”  Discuss and Identify the Author’s Purpose  Discuss and Identify the Author’s Message  Complete “Grinch Author’s Message Activity.  **Standards:** RF.2.4, RL.2.1, RL.2.2, RL2.3, RL.2.5, RL.2.6, RL.2.9 | **Reading Workshop**  **Grinch Week Activities:**  Character Changes and Connections  Discuss and Identify how The Grinch grows and changes throughout the story.  Complete the “Grinch Growth” chart and worksheet  Review types of connections and discuss connections to “The Grinch”  Start “A Pinch of Grinch Connection Collection” Activity  **Standards:** RF.2.4, RL.2.1, RL.2.2, RL2.3, RL.2.5, RL.2.6, RL.2.9 |
| **Grammar**  **Focus Area:** Adjectives  **Activity:** What are adjectives? Watch Adjectives video and add definition and list to journal.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Adjectives  **Activity:** Review Nouns, Verbs, Adjectives  Create Grinch Adjectives Chart  Complete Grinch Adjectives Worksheet  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area:** Adjectives  **Activity:** Review Nouns, Verbs, Adjectives  Create Grinch Adjectives Chart  Complete Search for Adjectives Worksheet  **Standards**:L.1.1.B, L.2.2 |
| lunch recess | lunch recess *w/ duty* | lunch recess |
| lunch | **lunch** | lunch |
| Grinch Directed Drawing | **Writer’s Workshop**  **Unit of Study: Grinch Writing**  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Grinch Writing**  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 4 Lesson 23 Topic E:** Strategies for Decomposing Tens and Hundreds **Objective:**SW use number bonds to break apart three-digit minuends and subtract from the hundred **Daily Fluency Review:** -Take from the Ten -Adding to 1 Hundred -Sprint: Subtraction Patterns **Background knowledge and Introduction:**SW practice subtracting from the ten as the foundation for subtracting from the hundred in the lesson. SW practice adding to 1 hundred in preparation for the lesson. SW use mental math strategies when crossing tens to subtract **Mini Lesson:** SW complete the Application Problem, "Yossef downloaded 115 songs. 100 of them were rock songs. The rest were hip-hop songs. How many of Youssef's songs were hip-hop? 80 of his rocks songs were oldies rock. How many rock songs were new?" 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. SW practice breaking apart numbers **Debrief Questions:** -For Problem 1, explain how you used a number bond to make the problem easier to solve. How did you show subtracting from the hundred? -How did the number bond in Problem 1, Part (a) help you to solve Part (b)? What was different about your number bond for Part (b)? How did this affect the answer in comparison to Part (a)? -What was the same and different about solving Problem 1, Parts (c) and (d)? How did you know that the answer to Part (d) would be one more than the answer to Part (c)? -Explain to your partner how to solve Problem 1, Part (e) in three simple steps. Why does the third step involve addition when this is a subtraction problem? -How are Problem 1, Part (g) and (h) related? Why are their answers the same even though their number bonds are different? -When is subtracting from the hundred a good mental strategy? **Exit Ticket:**  **Standards:** 2.NBT.B.6, 2.NBT.9 | **Math Workshop**  **Module 4 Lesson 24 Topic E:** Strategies for Decomposing Tens and Hundreds **Objective:**SW use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones. **Daily Fluency Review:** -Subtraction Fact Flash Cards -Adding a 1 Hundred -Take from a Ten or from the Ones **Background knowledge and Introduction:**SW practice adding to 1 hundred in preparation for the lesson. SW practice knowing when to unbundle a ten **to subtract. This is a foundational skill for the lesson Mini Lesson:** SW complete the Application Problem, "Sammy bought 114 notecards. He used 70 of them. How many unused notecards. He used 70 of them. How many unused notecards did he have left?" 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. SW practice using place value disks to unbundle the hundred before subtracting **/Debrief Questions:** -Tell your partner how you solved the problems in Problem 1 mentally. -How did the sequence in Problem 1, Part (a) help you to solve 125-26 mentally? -Charlie showed how he solved Problem 2, Part (b), 174-58. (Represent problem with place value disks.) Since there were not enough ones to subtract, he decomposed a hundred. He explained that since you can remove 5 tens disks, you can decompose the hundred. Charlie's answer was 26. How was Charlie's reasoning incorrect? What does he need to learn? -For Problem 2, Part (g), did you decompose a hundred or a ten? Why or why not? Could anyone solve this is in a different way? What simplifying strategy could you use to solve? -Explain how you know when to unbundle a hundred or a ten. What is the same about changing these larger units for smaller units? What is different? **Exit Ticket:**  **Standards:** 2.NBT.B.6, 2.NBT.9 | **Math Workshop**  Two-Digit with Regrouping Addition/Subtraction Review |  |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |
| recess | recess*w/ duty* | recess |
| DIBELS Assessments | DIBELS Assessments | Christmas Party and Gift Exchange |
| **Closing** | **Closing** | **Closing** |