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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **Friday (Storm Make-Up Day?)** |
| **Spelling A-Z Activities** | **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** | **Morning Meeting/Calendar** |
| **Spelling/Phonics**  **Pattern of Study:** ER, IR, UR (Tara West Week 21 (pages 663-692)  **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 1.  **Standards**:RF.2.3 | **Spelling/Phonics**  **Activity:** Spelling City Assignments  **Phonics:** Review weekly word cards and skill anchor chart. Assign independent practice sheet 2.  **Standards**:RF.2.3 | **Spelling/Phonics**  **Pattern of Study:** ER, IR, UR (Tara West Week 21 (pages 663-692)  **Activity:** Write School to Home Lists  **Phonics:** Introduce weekly word cards and make skill anchor chart. build words. 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/Centers**  **Leveled/Decodable Readers**  **Phonics Skill Work**  **Comprehension Journal**  **Standards**:RI.2.1 |
| **Reading Workshop**  **Focused Read Aloud:** Poetry Collection  **Skills Mini-Lessons:** Poetry Unit/Booklet   * What is poetry? * What are the parts of a poem (lines/stanzas) * Rhyme patterns   Discuss each poem type, read sample poems, write sample poem.  **Standards:** RL.2.4, RF.2.4 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T376-377, 316-317). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Snow Shape (T378-379, Wksp 320-321).  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T376) * Identify Genre- Poetry (T378). Model Close Reading Routine (T388) and Read together/discuss * Model and practice comprehension Strategy—Repetition (T390) Theme (T392)   **Standards:** RL2.10, RL, 2.2, RL2.4, , RF.2.3 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T376-377, 316-317). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** April Rain Song (Anthology 382-385)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre—Poetry and Make Predictions Model Close Reading Routine (T405A) * Model and Practice siting text evidence * Model and practice comprehension Strategy—Repetition (T390) Theme (T392)   **Standards:** RL2.10, RL, 2.2, RL2.4, , RF.2.3 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T376-377, 316-317). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** April Rain Song (Anthology 382-385)  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, siting text evidence, poetry repetition, theme)   **Standards:** RL2.10, RL, 2.2, RL2.4, , RF.2.3 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T376-377, 316-317). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud** **:** April Rain Song (Anthology 382-385) Helicopters and Windy Tree (386-387)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Poetry and Make Predictions Model Close Reading Routine (T411A) * Model and practice comprehension Strategy—Repetition (T390) Theme (T392) * Model and Practice siting text evidence   **Standards:** RL2.10, RL, 2.2, RL2.4, , RF.2.3 |
| **Grammar**  **Focus Area:** Pronouns  **Activity:** Review what are pronouns? Re-Watch video. IXL Language Arts UU Skills.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Pronouns  **Activity:** Review definition and list of pronouns. Complete wkst (complete the story).  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Pronouns  **Activity:** What is a reflexive pronoun. Identify and list. Compete wkst together and glue into journals.  **Standards**:L.1.1. | **Grammar**  **Focus Area:** Pronouns  **Activity:** Review reflexive pronouns. Complete wkst.  **Standards**:L.1.1. | **Grammar**  **Focus Area:** Pronouns  **Activity:** Review reflexive pronouns. Complete wkst.  **Standards**:L.1.1. |
| lunch recess | lunch recess *w/ duty* | lunch recess | lunch recess | lunch recess |
| lunch | **lunch** | lunch | lunch | lunch |
| **Writer’s Workshop**  **Unit of Study: Opinion Writing**  **Mini-Lesson:** Hook Them In (Tara West Writing Lesson 6)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Opinion Writing**  **Mini-Lesson:** Closings (Tara West Writing Lesson 7)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Opinion Writing**  **Mini-Lesson:** Put It All Together (Tara West Writing Lesson 8)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Opinion Writing**  **Mini-Lesson:** Spelling in a Snap (Tara West Writing Lesson 9)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Opinion Writing**  **Mini-Lesson:** Mechanics Matter (Tara West Writing Lesson 10)  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 4 Lesson 29 Topic F: Student Explanations of Written Methods Objective:** SW use and explain the totals below method using words, math drawings, and numbers **Daily Fluency Review:**  -Crossing a Ten Rename the Units: Choral Response **Background knowledge and Introduction:** SW review foundations that will lead into today's 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, "Kathy read 15 fewer pages than Lucy. Lucy read 51 pages. How many pages did Kathy read?" SW complete the Problem Set. SW use the totals below strategy, to help them conceptualize **Debrief Questions:** -For Problem 1, what connections can you make between the totals below method and number bonds? Place value chart? -For Problem 1(b), how were the two written methods the same and different? How did you show your understanding of place value? -In Problem 2(a), how did you record the totals below? Why does the answer include a hundred when you are only adding tens and ones? -For Problem 2(b), let's make a chip model to show the addition (draw on board). How does our model relate to the totals below method? -Pretend you are explaining the totals below method to a first grader: Why are we decomposing numberss first and then adding? Exit Ticket:  **Standards:** 2.NBT.7, 2.NBT.9 | **Math Workshop**  **Module 4 Lesson 30 Topic F:** Student Explanations of Written Methods **Objective:**SW compare totals below to new groups below as written methods **Daily Fluency Review:** -Find the Difference -Sprint: Subtraction Crossing a Ten **Background knowledge and Introduction:**SW review subtraction problems in sets prepares students for the importance of the subtraction algorithm. SW use mental math strategies to mentally unbundle when subtracting **Mini Lesson:** SW complete the Application Problem, "Eli spent 87 cents for a notebook and 38 cents for a pencil. How much money did he spend in all?" SW complete the Problem Set. SW compare the two written methods and use place value language **Debrief Questions:** -For Problem 1, explain to your partner why Linda and Keith are both correct. How did each method show the addition of the ones, 7+9?  -Explain the other strategy you used to solve Problem 2 -For Problems 3, explain to your partner how you solved one of the problems two different ways (i.e., new groups below and totals below)? How were they the same and different? -What do you need to know before you can record totals below correctly? How is this method similar to writing numbers in expanded form? -Which method, new groups below or totals below, is fastest and/or easiest for you? Why **Exit Ticket**  **Standards:** 2.NBT.7, 2.NBT.9 | **Math Workshop**  **Module 4 Lesson 31 Topic F:** Student Explanations of Written Methods **Objective:**SW solve two-step word problems within 100 **Daily Fluency Review:** -Find the Total -Find the Difference **Background knowledge and Introduction:** SW review mental math fluency, to solve word problems in today's lesson. SW review subtraction problems in sets prepares students to solve word problems in today's lesson **Mini Lesson:** SW complete the Problem Set. SW solve twe-step word problems, using tape diagrams **Debrief Questions:** -Explain the strategy you used to solve Problem 1. Use place value language to defend the reasonableness of your solution -How did you draw a tape diagram for Problem 3(a)? Explain to your partner the conclusions you can make from your drawing. How did your drawing help you to choose a strategy to solve? -In Problem 3(b), what is tricky about the word more? How did you represent this situation in your tape diagram? Explain the strategy you used to solve -In Problem 4, how did you match each piece of information in the problem with your labeled tape diagram? Which strategy did you use to solve? Why? -What steps do you recommend for solving word problems? What questions do you ask yourself before, during and after solving? **Exit Ticket**  **Standards:** 2.NBT.7, 2.NBT.9 | **Math Workshop**  **Module 5 Lesson 1 Topic A:** Strategies for Adding and Subtracting Within 1,000. **Objective:**WALT Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.  **Daily Fluency Review:** - Place Value (6 min) - More/Less (4 min) **Background knowledge and Introduction:**SW review using the say ten way.**Mini Lesson:**SW use different models to demonstrate the change in 10 more, 10 less, 100 more, 100 less. Use Hide Zero cards to show changes in place value. Use concrete objects like straws to show new groups of tens and hundreds. (32 min) SW complete the Problem Set (10 min) **Debrief Questions:** -What makes problem1e and 1 f more challenging? - What important connection did we make today?**Exit Ticket**  **Standards:** 2.NBT.7, 2.NBT.8, 2.NBT.9 | **Math Workshop**  **Module 5 Lesson 2 Topic** A: Strategies for Adding and Subtracting Within 1,000. Objective**:**WALT add and subtract multiples of 100, including counting on to subtract.**Daily Fluency Review:** - Place Value (7 min) - How Many More Hundreds? (3 min) **Background knowledge and Introduction:**SW review the RDW strategy to solve on their white board. Max has 42 marbles in his bag after he added 20 marbles at noon. How many marbles did he have before noon? (5 min) **Mini Lesson:**SW look at number models. Say the number they see. Say the number in unit form. Show the number using place value disks. T changes one of the numbers. Discuss the change. SW use place value disks to show the change. Say an equation for th change. Say the new number and units. Repeat. Now do the same except T makes the number change to a smaller one. Make a subtraction equation this time. Repeat.  (34 min) SW complete the Problem Set (10 min) **Debrief Questions:** -What strategy did you use to solve problem1e? -How was solving problem 3b different from solving problem 3c?**Exit Ticket**  **Standards:** 2.NBT.7, 2.NBT.8, 2.NBT.9 |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |
| recess | recess*w/ duty* | recess | recess | recess |
| **Science**  **Unit of Study:** Plant Adventures  **Lesson Concepts/Page Numbers:**   * Grass Head—Mystery 3   **Lesson Materials:**   * Grass Head WKST, ruler, pen, popsicle sticks, rubber bands, paper towels, paper plate, nylons   **Lesson Activities:**   * Introduce and watch exploration. * Discuss and journal responses.   **Standards: *2-LS2-1*** | **Science**  **Unit of Study:** Plant Adventures  **Lesson Concepts/Page Numbers:**   * Grass Head—Mystery 3   **Lesson Materials:**   * Grass Head WKST, ruler, pen, popsicle sticks, rubber bands, paper towels, paper plate, nylons   **Lesson Activities:**   * Watch and complete mystery activity * Journal results in science journal   **Standards: *2-LS2-1*** | **Science**  **Unit of Study:** Plant Adventures  **Lesson Concepts/Page Numbers:**   * Grass Head—Mystery 3   **Lesson Materials:**   * Grass Head WKST, ruler, pen, popsicle sticks, rubber bands, paper towels, paper plate, nylons   **Lesson Activities:**   * Review needs and parts of a plant * Complete mystery assessment   **Standards: *2-LS2-1*** | **Reading Buddies 1:00-1:30**  **Switch with Math** | **ART** |
| **Closing** | **Closing** | **Closing** | **Closing** | **Closing** |