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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:** Ow and OU (Tara West Week 25 (pages 783-813)**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 (T196-197, 360-361). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Cesar Chavez (T198-199, wksp 362-365)**Skills Mini-Lessons:** Reading Workshop/Shared Reading* Review Vocabulary words (T196)
* Identify Genre- Biography (T212). Model Close Reading Routine (T198) and Read together/discuss
* Model and practice comprehension Strategy—Summarize (T208) Text Sequence (T210)

**Standards:** RF.2.4, R.CCR.2, RI.2.3, RI.2.5,  | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T196-197, 360-361). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Brave Bessie (Anthology 442-453)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Identify Genre— Biography and Make Predictions Model Close Reading Routine (T225A)
* Model and Practice siting text evidence
* Model and practice comprehension Strategy—Summarize (T208) Text Sequence (T210)

**Standards:** RF.2.4, R.CCR.2, RI.2.3, RI.2.5, | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T196-197, 360-361). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud** Brave Bessie (Anthology 442-453)**Skills Mini-Lessons:**  Literature Anthology/Independent Reading* Read in Partners (Fluency)
* Complete comprehension tri-fold (focus—vocabulary, siting text evidence, theme summarizing, point of view)

**Standards:** RF.2.4, R.CCR.2, RI.2.3, RI.2.5, | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T196-197, 360-361). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud** Brave Bessie (Anthology 442-453)The Legend of Kate Shelley (454-455)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Read Independently and Complete Selection Test
* Identify Genre-Expository Text and Make Predictions Model Close Reading Routine (T231A)
* Model and practice comprehension Strategy—Summarize (T208) Text Sequence (T210)
* Model and Practice siting text evidence

**Standards:** RF.2.4, R.CCR.2, RI.2.3, RI.2.5, RI.2.1 |
| **Grammar****Focus Area: Interjections****Activity:** Introduce interjections. Watch interjections video. Brainstorm list of interjections and glue in journal.**Standards**:L.1.1.B, L.2.2 | **Grammar****Focus Area: Interjections****Activity:** Review interjections. Complete wkst (Identify the Interjection)**Standards**:L.1.1.B, L.2.2 | **Grammar****Focus Area: Interjections****Activity:** Review interjections. Complete wkst (Write the Interjection)**Standards**:L.1.1.B, L.2.2 | **Grammar****Focus Area: Interjections****Activity:** Review interjections. Complete wkst (Superhero Interjections)**Standards**:L.1.1.B, L.2.2 |
| lunch recess | lunch recess *w/ duty*  | lunch recess | lunch recess |
|  lunch | **lunch** | lunch  | lunch |
| **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Let’s Begin Again (Tara West Writing Lessons 20)**Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Convince Me! (Tara West Writing Lesson 21) **Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Putting It All Together (Tara West Writing Lesson 22) **Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Opinion Writing****Mini-Lesson:** Storytelling with a Partner (Tara West Writing Lesson 23) **Standards**:W.2.3, W.2.8 |
| **Math Workshop****Module 5 Lesson 19/20Topic D:** Student Explanations for Choice of Solution Methods**Objective:** WALT choose and explain solution strategies and record with a written addition or subtraction method.  **Daily Fluency Review:**- Grade 2 Core Fluency Practice Sets (5 min)- Take from the Ten (3 min)- Skip-Counting by Twos (4 min)**Mini Lesson:**What is 180+440? S solve. Turn and talk about how they solved it. Call on a few to share different strategies. Talk about the word efficient. Repeat for 389+411. Which way was the most efficient? (38 min)SW complete the Problem Set (10 min)**Debrief Questions:**-Which strategy is most efficient? (analyze)**Exit Ticket****Standards:** 2.NBT.7, 2.NBT.8,  | **Math Workshop****Module 6 Lesson 1Topic A:** Formation of Equal Groups**Objective:**SW use manipulatives to create equal groups**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.4, 2.NBT.2, 2.NBT.6 | **Math Workshop****Module 6 Lesson 2Topic A:** Formation of Equal Groups**Objective:**WALT use math drawings to represent equal groups, and relate to repeated addition.**Daily Fluency Review:**Grade 2 Core Fluency Practice (5 min)Using the Nearest Ten to Subtract (5 min)Subtracting Multiples of Hundreds and Tens (2 min)**Background knowledge and Introduction**: Myra sorts her socks by color. She has 4 purple socks, 4 yellow socks, 4 pink socks, and 4 orange socks. a. Draw groups to show how Mayra sorts her socks. b. Write a repeated addition equation to match. (16 min)**Mini Lesson:**T will review RDW procedure, for problem solving. Model using obects to sort into even groups and write a repeated addition equation for it. Then demonstrate using a drawing for the objects with a repeated addition equation. SW try drawing groups and writing repeated addition equations. Give students 10 minutes to complete the Problem Set. (22 min)**Debrief Questions:**-What repeated addition sentence matches the picture? (analyse)-Why didn't you add 4 +4+4+4? (evaluate)**Exit Ticket:** **Standards:** 2.OA.4, 2.NBT.2, 2.NBT.6 | **Math Workshop****Module 6 Lesson 3 Topic A:** Formation of Equal Groups**Objective:**WALT use math drawings to represent equal groups, and relate to repeated addition.**Daily Fluency Review:**Happy Counting ( 3min)Sprint: Subtraction Within 20 (9 min)**Background knowledge and Introduction:**Markers come in packs of 2. If Jessie has 6 packs of markers, how many markers does she have in all?  (18 min)**Mini Lesson**:  T will review RDW procedure, for problem solving. Model using cubes to sort into even groups and write a repeated addition equation for it. Then demonstrate using a drawing for the objects with a repeated addition equation. SW try drawing groups and writing repeated addition equations. Give students 10 minutes to complete the Problem Set. (20 min)**Debrief Questions:**-How did you show a more efficient way to add? (evaluate)-Why didn't the total change? (analyze)Exit Ticket**Standards:** 2.OA.4, 2.NBT.2, 2.NBT.6 |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |
| recess  | recess*w/ duty* | recess  | recess |
| **Science****Unit of Study:** Plant Adventures**Lesson Concepts/Page Numbers:** * Where do plants grow best?—Mystery 5

**Lesson Materials:** * Plant Cards

**Lesson Activities:** * Introduce and watch exploration.
* Discuss and journal responses.

**Standards: *2-LS2-1, 2-LS4-1*** | **Science****Unit of Study:** Plant Adventures**Lesson Concepts/Page Numbers:** * Where do plants grow best?—Mystery 5

 **Lesson Materials:** * Plant Cards

**Lesson Activities:** * Watch and complete mystery activity
* Journal results in science journal

**Standards: *2-LS2-1, 2-LS4-1*** | **Science****Unit of Study:** Plant Adventures**Lesson Concepts/Page Numbers:** Where do plants grow best?—Mystery 5**Lesson Materials:** * Plant Cards

**Lesson Activities:** * Complete extension activity
* Complete mystery assessment

**Standards: *2-LS2-1, 2-LS4-1*** | **Reading Buddies 1:00-1:30****Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |