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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:** Hard and Soft C (Tara West Week 27 (pages 844-873)**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, 404-405). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Why Fir Tree Keeps Its Leaves (T18-19, 406-407)**Skills Mini-Lessons:** Reading Workshop/Shared Reading* Review Vocabulary words (T16)
* Identify Genre- Myth (T32). Model Close Reading Routine (T18) and Read together/discuss
* Model and practice comprehension Strategy—Reread (T29) Theme (T30)

**Standards:** RI.2.1 ,RF.2.4, RL.2.2,  | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T16-T17, 404-405). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** The Golden Flower Garden (Anthology 486-487)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Identify Genre— Myth and Make Predictions Model Close Reading Routine (T45A)
* Model and Practice siting text evidence
* Model and practice comprehension Strategy—Reread (T29) Theme (T30)

**Standards:** RI.2.1 ,RF.2.4, RL.2.2, | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T16-T17, 404-405). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read Aloud** The Golden Flower Garden (Anthology 486-487)**Skills Mini-Lessons:**  Literature Anthology/Independent Reading* Read in Partners (Fluency)
* Complete comprehension tri-fold (focus—vocabulary, siting text evidence, theme

**Standards:** RI.2.1 ,RF.2.4, RL.2.2 | **Reading Workshop****Vocabulary Activity:**Introduce vocabulary words and meanings (T16-T17, 404-405). Complete vocabulary dominoes activity.**Standards**:RI.2.4, RL.2.5**Focused Read**  The Golden Flower Garden (Anthology 486-487), A Pumpkin Plant (508-509)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Read Independently and Complete Selection Test
* Identify Genre-Expository Nonfiction and Make Predictions Model Close Reading Routine (T51A)
* Model and practice comprehension Strategy— Model and practice comprehension Strategy—Reread (T29) Theme (T30)

**Standards:** RI.2.1 ,RF.2.4, RL.2.2 |
| **Grammar****Focus Area: Quotations****Activity:** Introduce Quotation Marks. Watch quotations video. Brainstorm list of words beside “says” and “said”. Add to journal.**Standards**:L.1.1.B, L.2.2 | **Grammar****Focus Area: Quotations****Activity:** Review **Quotations**. Complete wkst (What did you say**)****Standards**:L.1.1.B, L.2.2 | **Grammar****Focus Area: Quotations****Activity:** Review **Quotations**. Complete wkst (Add Quotation Marks**)****Standards**:L.1.1.B, L.2.2 | **Grammar****Focus Area: Quotations****Activity:** Review **Quotations**. Complete wkst (From Speech Bubble to Quotation Marks**)****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: Informative Writing****Mini-Lesson:** What is Informative Writing (Tara West Writing Lessons 1-2)**Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Informative Writing****Mini-Lesson:** Gather Up the Facts (Tara West Writing Lesson 3) **Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Informative Writing****Mini-Lesson:** Plan It Out! (Tara West Writing Lesson 4) **Standards**:W.2.3, W.2.8 | **Writer’s Workshop****Unit of Study: Informative Writing****Mini-Lesson:** Introductions (Tara West Writing Lesson 5) **Standards**:W.2.3, W.2.8 |
| **Math Workshop****Module 6 Lesson 8Topic B:** Arrays and Equal Groups**Objective:**WALT represent arrays and distinguish rows and columns using math drawings.**Daily Fluency Review:**Using the nearest Ten to Subtract (5 min)Sprint: Subtract from Teens (9 min)**Background knowledge and Introduction:** Charlie has 16 blocks in his room. He wants to build equal towers with 5 blocks each. a. Draw a picture of Charlies towers. b. How many towers can Charlie make? c. How many more blocks does Charlie need to make equal towers of 5? (15 min)**Mini Lesson:**T will review RDW procedure, for problem solving. Demonstrate finding equal amounts of tiles. Model organizing the tiles to make an array. Write repeated addition sentences. Then demonstrate using squares to show an array. Write repeated addition sentence. SW try drawing square arrays and repeated addition problems. Give students 10 minutes to complete the Problem Set. (21 min)**Debrief Questions:**-How did you determine how many square to put in each row? (analyze)**Exit Ticket:** **Standards:** 2.OA.4, 2.NBT.2 | **Math Workshop****Module 6 Lesson 9Topic B:** Arrays and Equal Groups**Objective:**WALT solve word problems involving addition of equal groups in rows and columns.**Daily Fluency Review:**Get the Ten Out and Subtract  (4 min)Grade 2 Core Fluency practice (5 min)Happy Counting by Tens (3 min)**Background knowledge and Introduction:**T will review RDW procedure, for problem solving.**Mini Lesson:**Read the question aloud. Demonstrate drawing the eggs. Model writing the repeated addition equation. SW read a problem, draw and array, and write a repeated addition equation. Give students 10 minutes to complete the Problem Set. (38 min)**Debrief Questions:**-What addition sentence matches your array? (analyze)- Why are there 2 addends in the equation? (evaluate)**Exit Ticket****Standards:** 2.OA.4, 2.NBT.2 | **Math Workshop****Module 6 Lesson 10Topic C:** Rectangular Arrays as a Foundation for Multiplication and Division**Objective:**WALT Use square tiles to compose a rectangle, and relate to the array model.**Daily Fluency Review:**Sprint: Sums to Tens (9 min)Happy Counting by Tens (3 min)**Background knowledge and Introduction:** T will review RDW procedure, for problem solving. Sandy's yo telephone has buttons arranged in 3 columns and 4 rows. a. Draw a picture of Sandy's telephone. b. Write a repeated addition equation to show the total number of buttons on Sandy's telephone. (6 min)**Mini Lesson:**Compose a rectangle with square tiles that has no gaps. Compose a square from rows and columns. Give students 10 minutes to complete the Problem Set. (32 min)**Debrief Questions:**-How do your rectangles match the repeated addition equation? (analyze)- How did making equal rows and columns help you count**Exit Ticket****Standards:** 2.OA.4, 2.G.2 | **Math Workshop****Module 6 Lesson 11Topic C:** Rectangular Arrays as a Foundation for Multiplication and DivisionObjective: WALT Use square tiles to compose a rectangle, and relate to the array model.**Daily Fluency Review:**Sprint: Subtract Crossing Ten (9 min)Happy Counting by Tens (3 min)**Background knowledge and Introduction:** T will review RDW procedure, for problem solving. Ty bakes two pans of brownies. In the first pan, he cuts 2 rows of 8. In the second pan, he cuts 4 rows of 4. a. Draw a picture of Ty's brownie pan. b. Write a repeatedaddition equation to show the total number of brownies in each pan. c. How many brownies did Ty bake altogether? Write an **equation and a statement to show your answer. (6 min)Mini Lesson:**Compose a rectangles from one row of tiles, and write addition sentences to match. Compose varied rectangles from a given number of tiles. Give students 10 minutes to complete the Problem Set. (32 min)Debrief Questions:-How can you describe it in both rows and columns? (analyse)- Explain how your equation matches your array? (evaluate)**Exit Ticket:** **Standards:** 2.OA.4, 2.G.2 |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |
| recess  | recess*w/ duty* | recess  | recess |
| **Science****Unit of Study:** Animal Adventures**Lesson Concepts/Page Numbers:** * Design a Bird Feeder—Mystery 3 (Biodiversity and Engineering)

**Lesson Materials:** Paper Plates, Pencils, Aluminum Foil, Tape, clothespins, Pipe Cleaners, Scissors, Paper Punch, Bird Feeder Worksheet, Inspiration Sheets**Lesson Activities:** * Introduce and watch exploration.
* Discuss and journal responses.

**Standards:** 2-LS4-1 | **Science****Unit of Study:** Animal Adventures**Lesson Concepts/Page Numbers:** * Design a Bird Feeder—Mystery 3 (Biodiversity and Engineering)

**Lesson Materials:** Paper Plates, Pencils, Aluminum Foil, Tape, clothespins, Pipe Cleaners, Scissors, Paper Punch, Bird Feeder Worksheet, Inspiration Sheets**Lesson Activities:** * Watch and complete mystery activity
* Journal results in science journal

**Standards:** 2-LS4-1 | **Science****Unit of Study:** Animal Adventures**Lesson Concepts/Page Numbers:** * Design a Bird Feeder—Mystery 3 (Biodiversity and Engineering)

**Lesson Materials:** Paper Plates, Pencils, Aluminum Foil, Tape, clothespins, Pipe Cleaners, Scissors, Paper Punch, Bird Feeder Worksheet, Inspiration Sheets**Lesson Activities:*** Discuss Activity Results
* Complete End of Mystery Assessment

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