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| **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **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:** Long A and I ra West Week 1 pages 45-74)**Activity:** Write School and 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. Introduce skill focus weekly passage and word stacker activity. 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****Unit of Study:** Launching Unit Reading**Mini-Lesson:** Routines and Expectations (Lesson 9)**Standards**:RI.2.1 | **Reading Workshop/Centers****Unit of Study:** Launching Unit Reading**Mini-Lesson:** Responding to Reading (Lesson 10)**Standards**:RI.2.1 | **Reading Workshop/Centers****Unit of Study:** Launching Unit Reading**Mini-Lesson:** Finding Reading Interests (Lesson 11)**Standards**:RF.2.4a | **Reading Workshop/Centers****Unit of Study:** Launching Unit Reading**Mini-Lesson:** Learning About Book Talks Reading (Lesson 12)**Standards**:SL.2.4 |
| **Reading Workshop****Vocabulary Activity:*** Introduce vocabulary words and meanings (T108-109, S36-37). Complete vocabulary dominoes activity.

**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Maria Celebrates Brazil (T110-113, Wksp 38-43)**Skills Mini-Lessons:** Reading Workshop/Shared Reading* Review Vocabulary words (T110)
* Identify Genre-Realistic Fiction and Make Predictions
* Model Close Reading Routine (T110) and Read together/discuss (T111-113)
* Model and practice comprehension Strategy-Character, Setting, Events (T111-113, 124, S 45-46)

**Standards:** RF.2.4, RL.2.3, RL.2.7,  | **Reading Workshop****Vocabulary Activity:*** Review vocabulary words and meanings (T108-109). Complete vocabulary dominoes activity

**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:** Big Red Lollipop (Anthology 34-55)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Identify Genre-Realistic Fiction and Make Predictions Model Close Reading Routine (T139A)
* Model and Practice siting text evidence
* Complete close reading wb pages 8-10)

**Standards:** RL.2.3, RL.2.5, RL.2.7, RF.1.2, RF.2.3 | **Reading Workshop****Vocabulary Activity:*** Review vocabulary words and meanings (T108-109). Complete vocabulary dominoes activity

**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:**  Big Red Lollipop (Anthology 34-55)**Skills Mini-Lessons:**  Literature Anthology/Independent Reading* Read in Partners (Fluency)
* Complete comprehension tri-fold (focus—vocabulary, Character, Setting, Events)

**Standards:** RL.2.3, RL.2.7, RF.1.2, RF.2.3,  | **Reading Workshop****Vocabulary Activity:*** Review vocabulary words and meanings (T108-109). Write a sentence using each vocabulary word.

**Standards**:RI.2.4, RL.2.5**Focused Read Aloud:**  Big Red Lollipop (Anthology 34-55) and A Look at Families (56-59)**Skills Mini-Lessons:** Literature Anthology/Independent Reading* Read Independently and Complete Selection Test
* Identify Genre-Expository Nonfiction and Make Predictions Model Close Reading Routine (T145A)
* Model and Practice Comprehension Strategy-Connecting Texts
* Model and Practice siting text evidence
* Complete close reading wb pages 11-12

**Standards:** RI.2.1, RF.1.2, RF.2.3, RI.2.9 |
| **Grammar****Focus Area:** Endmarks**Activity:** What are the three types of ending punctuation? Watch video and add info sheet to journal.**Standards**:L.1.1.B | **Grammar****Focus Area:** Endmarks**Activity:** When do we use periods? Practice writing statements that tell. **Standards**:L.1.1.B | **Grammar****Focus Area:** Endmarks**Activity:** When do we use question marks and exclamation marks? Brainstorm question words and practice writing sentences with strong feelings. **Standards**:L.1.1.B | **Grammar****Focus Area:** Endmarks**Activity:** Review types of ending punctuation. Complete sentence sort wkst.**Standards**:L.1.1.B |
| lunch recess | lunch recess *w/ duty*  | lunch recess | lunch recess |
|  lunch | **lunch** | lunch  | lunch |
| **Writer’s Workshop****Unit of Study:** Launching Unit Writing**Mini-Lesson:** Routines and Expectations (Lesson 9)**Standards**:W.2.3 | **Writer’s Workshop****Unit of Study:** Launching Unit Writing**Mini-Lesson:** Writing Stamina and Quality (Lesson 10)**Standards**:W.2.5 | **Writer’s Workshop****Unit of Study:** Launching Unit Writing**Mini-Lesson:** Finding Writing Patterns (Lesson 11)**Standards**:RF.2.4a | **Writer’s Workshop****Unit of Study:** Launching Unit Writing**Mini-Lesson:** Writing a First Draft (Lesson 12)**Standards**:W.2.5 |
| **Math Workshop****Module 3 Lesson 9Topic D:** Modeling Base Ten Numbers Within 1,000 with Money**Objective:**SW Count from $10 to $1,000, on the place value chart and the empty number line.**Daily Fluency Review:**-Count and Change Coins to 30 cents (3 min)-Mixed Counting with Ones, Tens, and Hundreds from 1,000 to 0 (5 min)-Skip-Count by Twos Beginning at 394 (7 min)**Background knowledge and Introduction:**SW review adding by counting coins to 30 cents. SW do mixed counting with ones, tens and hundreds from 1,000 to 0. SW skip count by Twos beginning at 394**Mini Lesson:**SW solve the Application Problem (8 min) "Sarah earns $10 each week for weeding the garden. If she saves all of the money, how many weeks will it take her to save up $150?" SW count from $776 to $900. SW complete the Problem Set (10 min)**Debrief Questions:**-Why is it helpful to model first with your money and then do it?-How was the number line we used today, different from all those other number lines?**Standards:** 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.MD.8 | **Math Workshop****Module 3 Lesson 10Topic D:** Modeling Base Ten Numbers Within 1,000 with Money**Objective:**SW Explore $1,000. How many $10 bills can we change for a thousand dollar bill?**Daily Fluency Review:**-Count and Change Coins from 85 to 132 cents-Sprint: More Expanded Form-Skip-Count by Tens: Up and Down Between 0 and 1,000**Background knowledge and Introduction:**SW review classroom economies for children using coins so that they are used again and again. Repitition is crucial for language aquisition. SW review more expanded form along with skip counting by Tens: Up and Down Between 0 and 1,000**Mini Lesson:**SW solve the Application Problem (31 min) "Jerry is a second grader. He was playing in the attic and found and old, dusty trunk. When he opened it, he found things that belonged to his grandfather. There was a cool collection of old coins and bills in an album. One bill was worth $1,000 Wow! Jerry lay down and started daydreaming. He thought about how good it would feel to give as many people as he could a ten-dollar bill. He thought about how he had felt on his birthday last year when he got a card from his uncle with a ten-dollar bill inside. But even more, he thought about how lucky he felt one snowy day, cold day walking to school when he found a ten-dollar bill in the snow. Maybe he could quietly hide the ten-dollar bills so that lots of people could feel as lucky as he did on that cold day! He thought to himself, "I wonder how many ten-dollar bills are equal to a thousand-dollar bill? I wonder how many people could bring a lucky day to?"**Debrief Questions:**-What is the problem asking you?-If he gave Jerry and his sister each one hundred dollars, how much money will he have left?**Standards:** 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.MD.8 | **Math Workshop****Module 3 Lesson 11Topic E:** Modeling Numbers Within 1,000 with Place Value DisksObjective**:**SW Count the total values of ones, tens, and hundreds with place value disks**Daily Fluency Review:**-Rekenrek Counting: Numbers in Unit Form Between 11 and 100 (4 min)-Sprint:Addition and Subtraction to 10 (8 min)**Background knowledge and Introduction:**SW review counting numbers in Unit Form Between 11 and 100, along with adding and subtracting within 10**Mini Lesson:**SW solve the Application Problem (8 min) "Samantha is helping the teacher organize the pencils in her classroom. She finds 41 yellow pencils and 29 blue pencils. She throws away 12 that are too short. How many pencils are left in all? SW continue alternating between blocks and disks possibly with the following sequence: 129, 130, 230, 203, 199. 200 SW complete the Problem Set (10 min)**Debrief Questions:**-Compare the blocks and place value disks to the bundles and bills. How are they the same? How are they different?-What does your drawing show you?-Imagine you are the teacher. How would you use these tools to teach different things to your class?**Standards:** 2.NBT.A | **Math Workshop****Module 3 Lesson 12Topic E:** Modeling Numbers Within 1,000 with Place Value Disks**Objective:**SW Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand**Daily Fluency Review:**-10 More/10 Less-Sprint: Sums to 10 with Teen Numbers**Background knowledge and Introduction:**SW review solving problems to 10 with Teen Numbers**Mini Lesson:**SW solve the Application Problem (10 min) How many packages of 10 cookies can Collette make using 124 cookies? How many cookies does she need to complete another package of 10? SW show the equivalance of 10 ones and 1 Ten, 10 Tens, and 1 Hundreds and 1 Thousand along with counting by Ones from 186 to 300 using Place Value Disks. SW complete the Problem Set (10 min)**Debrief Questions:**-Why is it easier to draw place value disks than bundles?-Can you change numbers for a larger unit?-How many tens does 590 need to change 10 tens for 1 hundred?**Standards:** 2.NBT.A |
| recess  | recess*w/ duty* | recess  | recess |
| **Social Studies****Unit of Study:** Families Today and In the Past**Lesson Concepts/Page Numbers:** * Introduction-“The Big Question: (TG 1)/Quest (TG 2-3)

**Lesson Materials:** * Video-How does life change throughout history?”
* Sing Along Audio-Our Family History
* Class Venn Diagram

**Lesson Activities:** -Introduce Unit and discuss The Big Question (TG 0)-Watch Video-How does life change throughout history?” and discuss. (TG 0)-As a class, list holidays and celebrations and what activities they use to celebrate.-Use Venn Diagram to compare/contrast holidays with a partner-Listen to Sing Along Audio-Our Family History (TG 1)-Discuss and define vocabulary words-Complete guided workbook question on wb 0 and Quest Activity wb 2-3 | **Social Studies****Unit of Study:** Families Today and In the Past**Lesson Concepts/Page Numbers:** * Families (TG 4-7)

**Lesson Materials:** * S.S. Journals

**Lesson Activities:** -Introduce and define vocabulary (TG 4)-Make a word cloud of family members in journals (TG 4-Jumpstart)-Read wb 4-7 and discuss. Complete Reading Checks together.-Assign Lesson Check Questions (wb 7) | **Social Studies****Unit of Study:** Families Today and In the Past**Lesson Concepts/Page Numbers:** * Different Kinds of Families (TG 8-13)

**Lesson Materials:** * S.S. Journals

**Lesson Activities:** -Introduce and define vocabulary (TG 8)-Add personal information about family to word clouds and share/discuss (TG 4-Jumpstart)-Read wb 8-13 and discuss. Complete Reading Checks together.-Assign Lesson Check Questions (wb 13) | **Reading Buddies 1:00-1:30****Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |