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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:** Cumulative Review (Tara West Week 30 (pages 934-952)  **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**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T286-287, 446-447). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** The Life of a Dollar Bill (T288-289, 448-451)  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T286) * Identify Genre- Expository Text (T302). Model Close Reading Routine (T288) and Read together/discuss * Model and practice comprehension Strategy—Summarize (T298) and Problem/Solution (T300)   **Standards:** R.CCR.2, RF.2.4, RI.2.3, RI.2.5, RI.2.7, RL.2.1, RL.2.2 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T376-277, 460-461). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud** Money Madness (556-574)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre— Poetry and Make Predictions Model Close Reading Routine * Model and Practice siting text evidence * Model and practice comprehension Strategy   **Standards:** R.CCR.2, RF.2.4, RI.2.3, RI.2.5, RI.2.7, RL.2.1, RL.2.2 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T286-287, 446-447). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud** Money Madness (556-574)  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, siting text evidence, summarizing, problem/solution   **Standards:** R.CCR.2, RF.2.4, RI.2.3, RI.2.5, RI.2.7, RL.2.1, RL.2.2 | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T286-287, 446-447). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read**  Money Madness (556-574) and King Midas and the Golden Touch Top (576-577)   * **Skills Mini-Lessons:** Literature Anthology/Independent Reading * Read Independently and Complete Selection Test * Identify Genre-Myth and Make Predictions Model Close Reading Routine (T321A) * Model and practice comprehension Strategy—Summarize (T298) and Problem/Solution (T300)   **Standards:** R.CCR.2, RF.2.4, RI.2.3, RI.2.5, RI.2.7, RL.2.1, RL.2.2 |
| **Grammar**  **Focus Area: Compound Sentences**  **Activity:** Review conjunctions and introduce compound sentences.. Complete wkst write a compound sentence with and)  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Compound Sentences**  **Activity:** Review conjunctions and compound sentences. Practice writing a compound sentence together as a class using and, but. Complete wkst (Write a compound sentences with but)  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Compound Sentences**  **Activity:**  Review conjunctions and compound sentences. Practice writing a compound sentence together as a class using and, but, or. Complete wkst (Write a compound sentences with or)  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Compound Sentences**  **Activity:**  Review conjunctions and compound sentences. Practice writing a compound sentence together as a class using and, but, or. Complete wkst (adding details)  **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:** Be the Expert (Tara West Writing Lessons 11)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Let’s Begin Again (Tara West Writing Lessons 12)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Writing Strong Facts (Tara West Writing Lesson 13)  **Standards**:W.2.3, W.2.8  2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Audience (Tara West Writing Lesson 14)  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 7 Lesson 5 Topic A:** Problem Solving with Categorical Data **Objective:**SW solve word problems using data presented in a bar graph **Daily Fluency Review:** -Grade 2 Core Fluency Differentiated Practice Sets -Coin Drop **Background knowledge and Introduction:**During Topic A and for the remainder of the year, each day's Fluency Practice includes an opportunity for review and mastery of the sums and differences with totals through 20 by means of the Core Fluency Practice Sets or Sprints. The process is detailed and Practice sets are provided in Lesson 1 **Mini Lesson:**SW complete the Application Problem (5 min) Rita has 19 more pennies than Carlos. Rita has 27 pennies. How many pennies does Carlos have? TW guide S's with the Concept Development **Debrief Questions:** -Look at Emily's dimes in the Problem Set. How many dimes would Emily have if you doubled her dimes? (16.) How would we record 16 in the graph? (We would have to make more boxes. Or we could make each unit box's value 2 instead of 1. -In each graph you completed today, you were asked to find the total amount of coins recorded in the graph. Tell your partner if you figured out the answer in your head or with paper and pencil. Share the calculation strategy you used. -Think about a question you could ask our class that you could turn into a bar graph. Tell your partner what question you would ask. What would you title your graph? What would the categories be labeled? **Exit Ticket:**  **Standards:** 2.MD.10, 2.MD.6 | **Math Workshop**  **Module 7 Lesson 6 Topic B:** Problem Solving with Coins and Bills **Objective:**SW recognize the value of coins and count up to find their total value **Daily Fluency Review:** -Grade 2 Core Fluency Differentiated Practice Sets -Decomposition Tree **Background knowledge and Introduction:**During Topic B and for the remainder of the year, each day's Fluency Practice includes an opportunity for review and mastery of the sums and differences with totals through 20 by means of the Core Fluency Practice Sets or Sprints. The process is detailed, and Practice sets are provided in Lesson 1 **Mini Lesson:**SW complete the Application Problem (7 min) Sarah is saving money in her piggy bank. So far, she has 3 dimes, 1 quarter, and 8 pennies. a. How much money does Sarah have? b. How much more does she need to have a dollar? TW guide S's through the Problem Set **Debrief Questions:** -Look at the first page of your Problem Set. Tell your partner about how the coins are laid out in each row. Where did you start counting? Why did you start there? (Some students might count left to right or right to left, save the dimes for last, or count randomly.) Tell your partner your counting path and why it is a good way to find the total value of the coins. -Look at the second page. Tell your partner about how the coins are laid out in each box. How is it different from the first page? Which one was the easiest to find the value for? Why? -Did anyone use an addition for equation to find the value of the coins? Did skip-counting help you to add faster? -How can we use what we know about sorting to help us find the value of the coins? Did skip-counting help you to add faster? -How can we use what we know about sorting **to help us find the value of coins? Could we use a table to help us find the value of a group of coins? Exit Ticket**  **Standards:** 2.NBT.5, 2.MD.8, 2.NBT.2, 2.NBT.6 | **Math Workshop**  **Module 7 Lesson 8 Topic B:** Problem Solving with Coins and Bills **Objective:**SW solve word problems involving the total value of a group of bills **Daily Fluency Review:** -Sprint: Adding Across a Ten -More and Less **Background knowledge and Introduction:**SW review grade level fluency of adding within 20. SW practice adding and subtracting coins. Because the addition of the value of a quarter may still be challenging for some, the use of a signal to invite a choral response is suggested. **Mini Lesson:**SW complete the Application Problem (6 min)  TW guide S's through the Problem Set TW guide S's  through Concept Development Problems, by using play money dollar bills and personal white boards. Part 1: Solve a put together with total unknown type problem Part 2: Solve a take from with result unknown type problem **Debrief Questions:** -Look at Problem 2 on your Problem Set. Talk to your partner about you thought about the one-dollar bills when figuring out how much money Susan had. Did you use what you know about place value to help you? -What strategy did you use in Problem 4 to compare Michael's and Tamara's money? (Number bond, tape diagram, pictures, or equations) -Let's read Problem 6 together. When it asked how much more money is in her wallet than in her purse, did you think add or subtract? Talk to your partner. (Discuss comparison problems and how not be tricked by the word more.)  **Exit Ticket:**  **Standards:** 2.NBT.5, 2.MD.8, 2.NBT.2, 2.NBT.6 | **Math Workshop**  **Module 7 Lesson 9 Topic B:** Problem Solving with Coins and Bills **Objective:**SW solve word problems involving different combinations of coins with the same total value **Daily Fluency Review:** -Grade 2 Core Fluency Differentiated Practice Sets -Decomposition Tree **Background knowledge and Introduction:**SW review grade level fluency each day, which includes an opportunity for review and mastery of the sums and differences with totals through 20 by means of the Core Fluency Practice Sets or Sprints. The process is detailed and Practice Sets are provided in Lesson 1  Mini Lesson: SW complete the Application Problem (7 min) "Clark has 3 ten-dollar bills and 6 five-dollar bills. He has 2 more ten-dollar bills and 2 more five-dollar bills than Shannon. How much money does Shannon have?  TW guide S's through the Problem Set TW guide S's  through Concept Development Problems Part 1: Manipulate different combinations of coins to make the same total value Part 2: Manipulate different combinations of coins in the context of word problems **Debrief Questions:** -Look at your partner's coin combinations for 26 cents. Did you se the same combinations as your partner? Are there more combinations that you and your partner did not think of? -Look at Problem 2, 35 cents. With your partner, think about how you could make 35 cents using the least number of coins. How could you make 35 cents using the largest number of coins? -Can you think of other math skills we have learned where the same value can be represented in different ways? -With your partner, find all the different coin combinations for 15 cents **Exit Ticket**  **Standards:** 2.NBT.5, 2.MD.8, 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:** Work of Water  **Lesson Concepts/Page Numbers:**   * Rocking the River—Mystery 2 (Erosion, Earth’s Surface, and Landforms)   **Lesson Materials:**  Draw the River Rocks Handout; River Printout and Construction Paper Boulders for Each Group  **Lesson Activities:**   * Introduce and watch exploration. * Discuss and journal responses.   **Standards:** 2-ESS2-1 and 2-ESS2-2) | **Science**  **Unit of Study:** Work of Water  **Lesson Concepts/Page Numbers:**   * Rocking the River—Mystery 2 (Erosion, Earth’s Surface, and Landforms)   **Lesson Materials:**  Draw the River Rocks Handout; River Printout and Construction Paper Boulders for Each Group  **Lesson Activities:**   * Watch and complete mystery activity * Journal results in science journal   **Standards:** 2-ESS2-1 and 2-ESS2-2) | **Science**  **Unit of Study:** Work of Water  **Lesson Concepts/Page Numbers:**   * Rocking the River—Mystery 2 (Erosion, Earth’s Surface, and Landforms)   **Lesson Materials:**  Draw the River Rocks Handout; River Printout and Construction Paper Boulders for Each Group  **Lesson Activities:**   * Review * Complete mystery assessment   **Standards:** 2-ESS2-1 and 2-ESS2-2) | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |