|  |  |  |  |
| --- | --- | --- | --- |
| **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  **Activity:** Write School to Home Lists  **Phonics:** Review—Phonics Review Word Search  **Standards**:RF.2.3 | **Spelling/Phonics**  **Activity:** Spelling City Assignments  **Phonics:** Review  **Standards**:RF.2.3 | **Spelling/Phonics**  **Activity:** Spelling City Assignments  **Phonics:** Review  **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 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 | **Grammar**  **Focus Area: Run-On Sentences**  **Activity:** Introduce run-on Sentences. Practice fixing run-on sentences. as a class. Complete wkst (What is a Run-On Sentence)  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Run-On Sentences**  **Activity:** Review run-on Sentences. Practice fixing run-on sentences. as a class. Complete wkst (What is a Run-On Sentence)  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Run-On Sentences**  **Activity:** Review run-on Sentences. Practice fixing run-on sentences. as a class. Complete wkst (What is a Run-On Sentence)  **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:** Zooming In (Tara West Writing Lessons 15)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Mid-Unit Check (Tara West Writing Lessons 16)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Setting Writing Goals (Tara West Writing Lesson 17)  **Standards**:W.2.3, W.2.8  2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Partner Talks (Tara West Writing Lesson 19)  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 7 Lesson 10 Topic B:** Problem Solving with Coins and Bills **Objective:**SW use the fewest number of coins to make a given 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 ( 6 min) "Andrew, Brett, and Jay each have 1 dollar in their pockets. They each have a different combination of coins. What coins might each boy have in his pocket?"  TW guide S's  through Concept Development Problems Part 1: Find the fewest number of coins. Part 2: Use the fewest coins by changing coins for higher-value coins. Part 3: Exploring to use the fewest number of coins for a given total. TW give S's 10 minutes to work through the Problem Set **Debrief Questions:** -What coin is used the most when making the fewest coins? Why (analyze) -What is a good strategy for using the fewest possible coins? (evaluate) **Exit Ticket:**  **Standards:** 2.NBT.5, 2.MD.8, 2.NBT.2, 2.NBT.6 | **Math Workshop**  **Module 7 Lesson 11 Topic B:** Problem Solving with Coins and Bills **Objective:**SW use different strategies to make $1 or make change from $1.**Daily Fluency Review:** -Sprint -Coin Exchange **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 ( 6 min) "Tracy has 85 cents in her change purse. She has 4 coins. a. Which coins are they? b. How much money will Tracy need if she wants to buy a bouncy ball for $1?"  TW guide S's  through Concept Development Problems Part 1: Make a dollar from a given amount. Part 2: Make change from a dollar. Part 3: Chose your own strategy to solve.  TW give S's 10 minutes to work through the Problem Set **Debrief  Questions:** -When using the arrow way, are friendly numbers important? (analyze) -Is one way easier to get to $1? (evaluate) **Exit Ticket**  **Standards:** 2.NBT.5, 2.MD.8, 2.NBT.2, 2.NBT.6 | **Math Workshop**  **Module 7 Lesson 12 Topic B:** Problem Solving with Coins and Bills **Objective:**SW solve word problems involving different ways to make change from $1.**Daily Fluency Review:** -Sprint -Making $1 **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 ( 6 min) "We can write 100 cents as $1 in our number sentence. Richie has 24 cents. How much more money does he need to make $1?"  TW guide S's  through Concept Development Problems Part 1: Solve a take from with result unknown type problem. Part 2: Solve a take from with change unknown type problem. Part 3: Solve a multi-step add to with change unknown type problem. TW give S's 10 minutes to work through the Problem Set **Debrief Questions** -What is another way we can think about $1? (evaluate) -How are these units the same and different? (analyze) **Exit Ticket**  **Standards:** 2.NBT.5, 2.MD.8, 2.NBT.2, 2.NBT.6 | **Math Workshop**  **Module 7 Lesson 13 Topic B:** Problem Solving with Coins and Bills **Objective:**SW solve 2-step word problems involving dollars or cents with totals within $100 or $1.**Daily Fluency Review:** -Grade 2 Core Fluency -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 (5 min) "Donte had some money in a jar. He puts 8 nickels into the jar. Now he has 100 cents. How much money was in the jar at first?"  TW guide S's  through Concept Development Problems Part 1: Solve an add to with change unknown type problem. Part 2: Solve a two-step problem. Part 3: Solve a take from with start unknown type problem. TW give S's 10 minutes to work through the Problem Set **Debrief Questions:** -Could skip counting help you solve part of the problem quickly? (evaluate) **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 |
| **Concert Practice** | **Science**  **Unit of Study:** Work of Water  **Lesson Concepts/Page Numbers:**   * Mapping and Severe Weather—Mystery 3 (Erosion, Earth’s Surface, and Landforms)   **Lesson Materials:**  Activity Pages, Crayons  **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:**   * Mapping and Severe Weather—Mystery 3 (Erosion, Earth’s Surface, and Landforms)   **Lesson Materials:**  Activity Pages, Crayons  **Lesson Activities:**   * Watch and begin mystery activity * Journal results in science journal   **Standards:** 2-ESS2-1 and 2-ESS2-2) | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |