|  |  |  |  |
| --- | --- | --- | --- |
| **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:** 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 (T376-277, 460-461). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** A Box of Crayons/What Story is This/The Ticket (T378-379, 462-465)  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T376) * Identify Genre- Rhyming Poetry (T388). Model Close Reading Routine (T378) and Read together/discuss * Model and practice comprehension Strategy—Point of View (T390) and Rhyming (T468)   **Standards:** RL.2.4, RL.2.6, RL.2.4, RL.2.10, | **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:** Books to the Ceiling, I’ve Got This Covered, and Eating While Reading (578-581)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre— Poetry and Make Predictions Model Close Reading Routine (T405A) * Model and Practice siting text evidence * Model and practice comprehension Strategy—Point of View (T390) and Rhyming (T468)   **Standards:** RL.2.4, RL.2.6, RL.2.4, RL.2.10, | **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:** Books to the Ceiling, I’ve Got This Covered, and Eating While Reading (578-581)  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, siting text evidence, point of view, rhyming, metaphors)   **Standards:** RL.2.4, RL.2.6, RL.2.4, RL.2.10, | **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:** Books to the Ceiling, I’ve Got This Covered, and Eating While Reading (578-581) and Clay Play and Crayons (582-583)   * **Skills Mini-Lessons:** Literature Anthology/Independent Reading * Read Independently and Complete Selection Test * Identify Genre-Poetry and Make Predictions Model Close Reading Routine (T411A) * Model and practice comprehension Strategy—Point of View (T390) and Rhyming (T468)   **Standards:** RL.2.4, RL.2.6, RL.2.4, RL.2.10, |
| **Grammar**  **Focus Area: Similes and Metaphors**  **Activity:**  Identify, define, and look at examples of similes and metaphors. Watch BrainPop videos on similes and metaphors. Glue definition page into journals. Complete wkst Identify the Simile/Metaphor.  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Similes and Metaphors**  **Activity:**  Review, definitions and examples of similes and metaphors. Complete wkst Create a Simile  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Similes and Metaphors**  **Activity:**  Review, definitions and examples of similes and metaphors. Complete wkst Create a Metaphor  **Standards**:L.1.1.B, L.2.2 | **Grammar**  **Focus Area: Similes and Metaphors**  **Activity:**  Review, definitions and examples of similes and metaphors. Complete wkst Is it a Simile or Metaphor?  **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:** Use Exact Vocabulary (Tara West Writing Lessons 21)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Text Feature: Glossary (Tara West Writing Lessons 22)  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Text Feature: Table of Contents (Tara West Writing Lesson 23)  **Standards**:W.2.3, W.2.8  2.8 | **Writer’s Workshop**  **Unit of Study: Informative Writing**  **Mini-Lesson:** Let’s Begin Again (Tara West Writing Lesson 24)  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 7 Lesson 14 Topic C:** Creating and Inch Ruler **Objective:**SW connect measurement with physical units by using interaction with an inch tile to measure.**Daily Fluency Review:** -Grade 2 Core Fluency -Subtraction Flash Cards **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 (8 min) "Frances is moving the furniture in her bedroom. She wants to move the bookcase to the space between her bed and the wall, but she is not sure it will fit. Talk with a partner: What could Frances use as a measurement tool if she doesn't have a ruler? How could she use it?"  TW guide S's  through Concept Development Problems using the Problem Set.**Debrief Questions:** -Why is precision important when measuring? (evaluate) **Exit Ticket**  **Standards:** 2.MD.1 | **Math Workshop**  **Module 7 Lesson 15 Topic C:** Creating and Inch Ruler **Objective:**SW apply concepts to create inch rulers; measure lengths using inch rulers **Daily Fluency Review:** -Sprint: Adding and Subtracting by 2 -Subtraction Fact Flash Cards **Background knowledge and Introduction:** SW review adding and subtracting by 2 to gain mastery of the sums and differences within 20 **Mini Lesson:**SW complete the Application Problem (5 min) "Edwin and Tina have the same toy truck. Edwin says his is 4 toothpicks long. Tina says hers is 12 lima beans long. How can they both be right? TW guide S's  through Concept Development Problems using the Problem Set.**Debrief Questions:** -Look at the things you measured on your Problem Set. Did you have to round to the nearest inch on any of the items? Was it easier to measure objects or the lines on the triangle? Why? (Lines were easier to measure because there is a definite starting and ending point-->Objects are three-dimensional-->The triangle was harder because I had to keep turning my ruler) -When you compared the length of two objects on your Problem Set, did you use an equation? What operation did you use in your equation? -When we add 5 and 7, many of us make ten and add two more. What about if we add 9 inches and 6 inches? Would we make a ten? How many does 9 need to make a foot? How many extra inches would there be? So, 9+6=1 ten 5 ones, and 9 inches + 6inches= 1foot 3 inches. Explain to your partner how you might add 8 inches and 7 inches, making a foot first -There are many different types of units. Most of the time, there are units within units. For example, within a foot there are inches, and within a dollar there are cents. What units are within a hundred? A ten? A meter? How does having smaller units and larger units help us? -Think about when we were making our inch rulers today. Tell your partner exactly what the length unit was on our rulers. Will length units always be an inch? **Exit Ticket**  **Standards:** 2.MD.1 | **Math Workshop**  **Module 7 Lesson 16 Topic D:** Measuring and Estimating Length Using Customary and Metric Units **Objective:**SW measure various objects using inch rulers and yardsticks **Daily Fluency Review:** -Sprint: Adding and Subtracting by 3 -Subtraction Fact Flash Cards **Background knowledge and Introduction:**SW practice subtraction facts, students will gain mastery of differences within 20 **Mini Lesson**: SW complete the Concept Development Center 1: Measure and Compare Shin Lengths Center 2: Compare lengths to a yardstick Center 3: Choose the Units to measure objects Center 4: Find Benchmarks Center 5: Choose a Tool to Measure TW guide S's  through the Problem Set.**Debrief Questions:** -When you used the 12-inch ruler, how did you label your measurement? (1 foot 3 inches.) When you used the yardstick, did you have to use two unit labels? Explain why or why not. -Choose one of the word problems you completed during the centers. Explain your solution path to your partner. -At Center 4, were the objects you chose close to the benchmark lengths? Were the things you chose for a foot 12 inches long? For the yard, 3 feet long? -If you didn't have a 12-inch ruler or a yardstick, could you think of a way to measure an object? Would you know about how many inches or feet that object was? Talk to your partner. -How do you decide which unit to use when measuring? **Exit Ticket**  **Standards:** 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4 | **Math Workshop**  **Module 7 Lesson 17 Topic D:** Measuring and Estimating Length Using Customary and Metric Units **Objective:**Develop estimation strategies by applying prior knowledge length and using mental benchmarks **Daily Fluency Review:** -Subtraction Fact Flash Cards -Grade 2 Core Fluency Differentiated Practice Sets **Background knowledge and Introduction:**During Topic D 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) "Benjamin measures his forearm and records the length as 15 inches. Then, he measures his upper arm and realizes it's the same! a. How long is one of Benjamin's arms? b. What is the total length of both of Benjamin's arms together? TW guide S's  through Concept Development Problems using the Problem Set.**Debrief Questions:  -**Look at your Problem Set. With a partner, figure out the difference between your estimate of the height of a desk and the actual measure of the height of a desk. Did you include the unit? -Look at your Problem Set. Were there some estimates and actual length measures thay were exactly the same? Why do you think that you were able to guess the right measurement for some items? -How do mental benchmarks, objects that are about the same length as standard forms of measure like the 12-inch ruler, help when we are comparing length? -Talk to your partner about why getting good at estimating could be helpful. -Sometimes when we measure things, they are not exactly a foot or a yard long. How do we record things that are a foot and a little bit more or a yard and a foot more? **Exit Ticket:**  **Standards:** 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4 |
| **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:**   * Erosion Engineering—Mystery 4 (Erosion, Earth’s Surface, and Landforms)   **Lesson Materials:**  Save the Hills Wkst, Plate Pocket Wkst, Paper Plate, Plastic Plate, Paper Towel, Dixie Cup, 10 toothpicks/group, 10 cotton balls/group, 4 paper towel strips/group; 1 ½ inch square aluminum foil/group, Land Mixture, Drip Cups  **Lesson Activities:**   * Introduce and watch exploration. * Discuss and journal responses.   **Standards:** 2-ESS2-1 and 2.ETS1-1, 2-ETS1-2, 2, ETS1-3 | **Science**  **Unit of Study:** Work of Water  **Lesson Concepts/Page Numbers:**   * Erosion Engineering—Mystery 4 (Erosion, Earth’s Surface, and Landforms)   **Lesson Materials:**  Save the Hills Wkst, Plate Pocket Wkst, Paper Plate, Plastic Plate, Paper Towel, Dixie Cup, 10 toothpicks/group, 10 cotton balls/group, 4 paper towel strips/group; 1 ½ inch square aluminum foil/group, Land Mixture, Drip Cups  **Lesson Activities:**   * Watch and complete mystery activity * Journal results in science journal   **Standards:** 2-ESS2-1 and 2.ETS1-1, 2-ETS1-2, 2, ETS1-3) | **Science**  **Unit of Study:** Work of Water  **Lesson Concepts/Page Numbers:**   * Erosion Engineering—Mystery 4 (Erosion, Earth’s Surface, and Landforms)   **Lesson Materials:**  Save the Hills Wkst, Plate Pocket Wkst, Paper Plate, Plastic Plate, Paper Towel, Dixie Cup, 10 toothpicks/group, 10 cotton balls/group, 4 paper towel strips/group; 1 ½ inch square aluminum foil/group, Land Mixture, Drip Cups  **Lesson Activities:**   * Discuss Activity Results * Complete End of Mystery Assessment   **Standards:** 2-ESS2-1 and 2.ETS1-1, 2-ETS1-2, 2, ETS1-3) | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |