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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:** Beginning Blends (Tara West Week 5 pages 135-164)  **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. 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:** Background Knowledge (Lesson 17)  **Standards**:RI.2.1 | **Reading Workshop/Centers**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** Connecting to Characters (Lesson 18)  **Standards**:RI.2.1 | **Reading Workshop/Centers**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** Character Connections (Lesson 19)  **Standards**:RF.2.3 | **Reading Workshop/Centers**  **Unit of Study:** Launching Unit Reading  **Mini-Lesson:** When Characters Change (Lesson 20)  **Standards**: **L.2.2** |
| **Reading Workshop**  **Vocabulary Activity:**   * Introduce vocabulary words and meanings (T292-293, S68-69). Complete vocabulary worksheet Part 1.   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Lola and Tiva: An Unlikely Friendship (Anthology 82-99)  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T292) * Identify Genre- Narrative Nonfiction and Make Predictions * Model Close Reading Routine (T294) and Read together/discuss (T294-297) * Model and practice comprehension Strategy-Ask/Answer Questions (T294-297, 306, S 70-75)   **Standards:** RF.2.4, RI.2.1, RI.2.5 | **Reading Workshop**  **Vocabulary Activity:**   * Review vocabulary words and meanings (T29293). Complete vocabulary worksheet Part 2.   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Lola and Tiva: An Unlikely Friendship (Anthology 82-99)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Review Genre- Narrative Nonfiction and Make Predictions Model Close Reading Routine (T323A) * Model and Practice siting text evidence   **Standards:** RF.2.4, RI.2.1, RI.2.5 | **Reading Workshop**  **Vocabulary Activity:**   * Review vocabulary words and meanings (T292-293).   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:**  Lola and Tiva: An Unlikely Friendship (Anthology 82-99)  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, Ask/Answer Questions)   **Standards:** RF.2.4, RI.2.1, RI.2.5 | **Reading Workshop**  **Vocabulary Activity:**   * Review vocabulary words and meanings (T292-293). Complete vocabulary worksheet Part 3.   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:**  Lola and Tiva: An Unlikely Friendship (Anthology 82-99) and Animal Needs (102-103)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre-Poetry and Make Predictions Model Close Reading Routine (T329A) * Model and Practice Comprehension Strategy-Connecting Texts * Model and Practice siting text evidence * Read Independently and Complete Selection Test   **Standards:** RF.2.4, RI.2.1, RI.2.5 |
| **Grammar**  **Focus Area:** Nouns  **Activity:** Define nouns and watch noun video. Start class chart of nouns.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Nouns  **Activity:** Review definition of a noun. Complete class chart of nouns. Complete noun hunt activity.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Nouns  **Activity:** Review nouns and class chart. Complete noun wkst.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Nouns  **Activity:** Review nouns. Complete noun 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:** Editing a Writing Piece (Lesson 17)  **Standards**:L.2.2 | **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** Revising and Editing (Lesson 18)  **Standards**:W.2.5 | **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** Reviewing What We Learned (Lesson 19)  **Standards**:W.2.5 | **Writer’s Workshop**  **Unit of Study:** Launching Unit Writing  **Mini-Lesson:** Pages in Published Writing (Lesson 20)  **Standards**:W.2.5 |
| **Math Workshop**  **Module 3 Lesson 17 Topic F:** Comparing Two Three-Digit Numbers **Objective:**SW Compare two three-digit numbers using <, >, and = when there are more than 9 ones or 9 tens **Daily Fluency Review:** -Sprint: Sums-Crossing Ten (12 min) **Background knowledge and Introduction:**SW continue practicing solving subtraction and addition problems with up to 20 **Mini Lesson:**SW complete the Application Problem (8 min) "Walking on the beach on Tuesday, Darcey collected 35 rocks. The day before, she collected 28. How many fewer rocks did she collect on Monday than on Tuesday? SW complete the Problem Set (15 min) **Debrief Questions:** -Can you think of efficient shortcuts so that you don't have to draw all the rocks? -What problems were hard for you and why? -What will you do differently to avoid the same mistake next time? **Exit Ticket**  **Standards:** 2.NBT.4 | **Math Workshop**  **Module 3 Lesson 18 Topic F: Comparing Two Three-Digit Numbers Objective:** SW Order numbers in different forms **Daily Fluency Review:**  -Sprint: Sums-Crossing Ten (12 min) **Background knowledge and Introduction:** SW continue practicing solving subtraction and addition problems with up to 20 **Mini Lesson:**SW complete the Application Problem (8 min) "For an art project, Daniel collected 15 fewer maple leaves than oak leaves. He collected 60 oak leaves. How many maple leaves did he collect? SW use the RDW process to analyze their work. SW complete the Problem Set (12 min) **Debrief Questions:** -What about your drawings makes the numbers easy or difficult to compare? -How might you use what you know about comparing to help you order numbers well? **Exit Ticket**  **Standards:** 2.NBT.4 | **Math Workshop**  **Module 3 Lesson 19 Topic G:** Finding 1, 10, and 100 More or Less Than a Number **Objective:** SW Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less **Daily Fluency Review:**  -Sprint: Differences (12 min) **Background knowledge and Introduction:** SW continue practicing solving subtraction and addition problems with up to 20 **Mini Lesson:**SW complete the Application Problem (10 min) Mr. Palmer's second-grade class is collecting cans for recycling. Adrian collected 362 cans, Jade collected 392 cans and Isaiah collected 562 cans. How many more cans did Isaiah collect than Adrian? How many fewer cans did Adrian collect than Jade? SW use the RDW process to complete the problem. SW complete the Problem Set (10 min) **Debrief Questions:** -What conclusions can you make from your drawing? **Exit Ticket**  **Standards:** 2.NBT.8, 2.OA.1 | **Math Workshop**  **Module 3 Lesson 20 Topic G:** Finding 1, 10, and 100 More or Less Than a Number Objective**:**SW Model 1 more and 1 less, 10 more and 10 less, amd 100 more and 100 less when changing the hundreds place **Daily Fluency Review:** -Sprint: Differences (12 min) **Background knowledge and Introduction:** SW continue practicing related subtraction facts **Mini Lesson:**SW complete the Application Problem (8 min) "399 jars of food are sitting on the shelf at the market. Some jars fall off and break. 389 jars are still on the shelf. How many jars broke?" SW use unlabeled hundreds place value chart and place value disks to make concrete and pictorial solutions to problems. SW complete the Problem Set**Debrief Questions:** -What conclusions can you make from your drawing? -Can you draw something that will help everyone understand your thinking? **Exit Ticket:**  **Standards:** 2.NBT.8, 2.OA.1 |
| recess | recess*w/ duty* | recess | recess |
| **Learning Survey for Conferences** | **Social Studies**  **Unit of Study:** Families Today and In the Past  **Lesson Concepts/Page Numbers:**   * Primary Source: Angel Island (TG 28-29)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  -Watch video on Ellis Island.  -Look at picture of Ellis Island and website and discuss.  -Read wb 28-29 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 29) | **Social Studies**  **Unit of Study:** Families Today and In the Past  **Lesson Concepts/Page Numbers:**   * Assessment (TG 31-33 | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |