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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:** Final Blends (Tara West Week 5 pages 165-194)  **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/Centers**  **Leveled/Decodable Readers**  **Phonics Skill Work**  **Comprehension Journal**  **Standards**:RI.2.1 | **Reading Workshop/Centers**  **Leveled/Decodable Readers**  **Phonics Skill Work**  **Comprehension Journal**  **Standards**:RI.2.1 | **Reading Workshop/Centers**  **Leveled/Decodable Readers**  **Phonics Skill Work**  **Comprehension Journal**  **Standards**:RI.2.1 | **Reading Workshop/Centers**  **Leveled/Decodable Readers**  **Phonics Skill Work**  **Comprehension Journal**  **Standards**:RI.2.1 |
| **Reading Workshop**  **Vocabulary Activity:**   * Introduce vocabulary words and meanings (T16-17, S100-100). Complete vocabulary dominoes activity.   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** A Visit to the Desert (T19-T21), Wksp 102-107)  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T18) * Identify Genre- Realistic Fiction and Make Predictions * Model Close Reading Routine (T18) and Read together/discuss (T19-T21) * Model and practice comprehension Strategy-Make/Confirm/Revise Predictions (T30-31)   **Standards:** RF.2.4, RL.2.3, RI.2.2, RI.2.5 | **Reading Workshop**  **Vocabulary Activity:**   * Review vocabulary words and meanings (T16-17). Complete vocabulary dominoes activity   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Sled Dogs Run (Anthology 82-99)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre- Narrative Nonfiction and Make Predictions Model Close Reading Routine (T47AA) * Model and Practice siting text evidence * Compete Essential Question Writing Activity   **Standards:** RF.2.4, RL.2.3, RI.2.2, RI.2.5 | **Reading Workshop**  **Vocabulary Activity:**   * Review vocabulary words and meanings (T292-293). Complete vocabulary dominoes activity   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:**  Sled Dogs Run (Anthology 82-99)  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, making/confirming predictions)   **Standards:** RF.2.4, RL.2.3, RI.2.2, RI.2.5 | **Reading Workshop**  **Vocabulary Activity:**   * Review vocabulary words and meanings (T292-293). Write a sentence using each vocabulary word.   **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:**  Sled Dogs Run (Anthology 82-99) and Cold Dog, Hot Fox (102-103)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Expository Text and Make Predictions Model Close Reading Routine (T53A) * Model and Practice Comprehension Strategy-Making/Confirming Predictions * Model and Practice siting text evidence * Complete close reading trifold   **Standards:** RF.2.4, RL.2.3, RI.2.2, RI.2.5 |
| **Grammar**  **Focus Area:** Nouns  **Activity:** Define common and proper nouns.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Nouns  **Activity:** Review definition common and proper nouns and complete common to proper wkst.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Nouns  **Activity:**  Review definition common and proper nouns and complete common/proper sort wkst..  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Nouns  **Activity:** Proper Noun Word Search  **Standards**:L.1.1.B |
| **Handwriting**  **Letter Focus/Page:** J and Q/Page 20 | **Handwriting**  **Letter Focus/Page:** J and Q/Page 21 | **Handwriting**  **Letter Focus/Page:** J and Q/Review WKST | **Weekly Sentence Fixers** |
| lunch recess | lunch recess *w/ duty* | lunch recess | lunch recess |
| lunch | **lunch** | lunch | lunch |
| **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Lesson 2--Stories are Everywhere…defining a narrative  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Lesson 3-4—I don’t have a story/let’s plan  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Lesson 5-6 Sketch It/Keep on Writing  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Lesson 7-8—Adding Details to the Pictures/Staying Focused Until the End  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 1 Lesson 1** Topic A: Foundations for Fluency with Sums and Differences within 100 **Objective:**WALT practice making ten and adding to ten **Daily Fluency Review:** -Ten-Frame Flash (5 min) -Happy Counting the Say Ten Way (6 min) -Sprint: Add a ten and some ones (18 min) -Target Practice: Within 10 (10 min) -Pairs to Ten with Number bonds (8 min) **Background knowledge and Introduction:**By alternating between ten-frame and 5-groups column cards, students develop flexible perception of numbers 6–10 in two parts, with one part as 5. This activity practices and reviews the core fluency objective from Grade 1, adding and subtracting within 10.  **Mini Lesson:**Students will practice making ten and adding to ten, by utilizing all aspects of the Fluency Review above**Debrief Questions?:** -What math work did we do today that you remember from last year? -What do you hope to get better at in math this year? -Do you have a favorite math fact and why? -Can you figure out the math goal of today's lesson?  -What name would you give this lesson? **Exit Ticket**  **Standards:** 2.OA.2 | **Math Workshop**  **Module 1 Lesson 2** Topic A:Foundations for Fluency with Sums and Differences within 100 **Objective:**WALT practice making the next ten and adding to a multiple of ten **Daily Fluency Review:** -The Value of Tens and Ones (4 min) -Happy Counting the Say Ten Way (10 min) -Sprint: Add a ten and some ones (18 min) -Target Practice: Within 10 (10 min) -Make the Next 10 (8 min) **Background knowledge and Introduction:**SW review representing two-digit numbers with quick tens and ones, in preparation for upcoming work within the module.  **Mini Lesson:** Students will continue to focus on fluency understanding the value of 10s and 1s, using the 100 bead Rekenrek and hide zero cards and happy counting with partners and whole group **Debrief Questions:** -How does knowing 10+3 help us with 50+3? -How does knowing that 8 needs 2 to make ten help us know how to get from 28 to the next ten? -How are Hide Zero cards and the Rekenrek similar? How are they different? -What learning today did you remember from last year? -Can you figure out the math goal of today's lesson? What name would you give this lesson? **Exit Ticket**  **Standards:** 2.OA.2 | **Math Workshop**  **Module 1 Lesson 3** Topic B: Initiating Fluency with Addition and Subtraction Within 100 **Objective:**WALT Add and subtract like units **Daily Fluency Review:** -The Value of Tens and Ones (4 min) -Happy Counting the Say Ten Way (10 min) -Sprint: Add a ten and some ones (18 min) -Target Practice: Within 10 (10 min) -Make the Next 10 (8 min) **Background knowledge and Introduction:**Students use their fluency with easier problems to solve more complex addition and subtraction problems within 100. Also, as students get better with the Sprint routine, the time allotted for the Sprint continues to decrease.  **Mini Lesson:**SW Complete Concept Development: Part 1: Add and subtract like units, ones, to solve problems within 100 (e.g., 5 + 2, 45 + 2, 7 – 2, 47 – 2)  Part 2: Add and subtract like units, tens, to solve problems within 100 (e.g., 51 + 20, 54 + 20, 71 – 20, 74 – 20).  Application Problem: The teacher has 48 folders. She gives 6 folders to the first table. How many folders does she have now? (RDW Strategy) **Debrief Questions:** -How does knowing 10+3 help us with 50+3? -How does knowing that 8 needs 2 to make ten help us know how to get from 28 to the next ten? -How are Hide Zero cards and the Rekenrek similar? How are they different? -What learning today did you remember from last year? -Can you figure out the math goal of today's lesson? What name would you give this lesson? **Exit Ticket**  **Standards:** 2.OA.1, 2.OA.2, 2.NBT.5 | **Math Workshop**  **Module 1 Lesson 4** Topic B: Initiating Fluency with Addition and Subtraction Within 100 **Objective:**WALT Make a ten to add within 20 **Daily Fluency Review:** -The Value of Tens and Ones (3 min) -Make 10 (3 min) -Make the Next Ten Within 100 (4 min) -Take Out One (2 min) **Background knowledge and Introduction:**TLW review place value as students analyze two representations of two-digit numbers **Mini Lesson:**Students will work at the numerical second grade level, by making ten from an addend of 9, 8, or 7 and observing patterns when one addend is 9. Students will complete the Problem Set within the allotted 10 minutes and Application Problem (RDW Strategy) **Debrief Questions:** -Let's look at Problems 11-14. How are the problems the same and different? -Do you notice a pattern that will help you memorize your 9-plus facts? What other patterns do you notice? -Explain the strategy we reviewed today. Can you think of another problem that the make ten strategy will help us solve? -Can you figure out the math goal of today's lesson? What name would you give this lesson? **Exit Ticket**  **Standards:** 2.OA.1, 2.OA.2, 2.NBT.5 |
| **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** | **Read Aloud/Snack** |
| recess | recess*w/ duty* | recess | recess |
| **Social Studies**  **Unit of Study:** People, Places, and Nature  **Lesson Concepts/Page Numbers:**   * Use Maps to Locate Places (TG38-43)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  -Introduce and define vocabulary (TG 38)  -Watch video on Maps  -Read wb 38-43 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 43) | **Social Studies**  **Unit of Study:** People, Places, and Nature  **Lesson Concepts/Page Numbers:**   * Use Maps to Locate Places (TG38-43) and Using Map Scales to Ask and Answer Questions (TG 44-45)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  -Review parts of maps and map grids  -Read wb 44-45 and discuss map scales. Complete Reading Checks together.  -Assign Classroom Map Grid Activity. | **Social Studies**  **Unit of Study:** People, Places, and Nature  **Lesson Concepts/Page Numbers:**   * Earth’s Land and Water (TG 46-51)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  -Introduce and define vocabulary (TG 46)  -Watch video on landforms and make landform flashcards  -Read wb 46-51 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 51) | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Lexia/IXL Interventions** | **Lexia/IXL Interventions** | **Lexia/IXL Interventions** | **Lexia/IXL Interventions** |
| **Closing** | **Closing** | **Closing** | **Closing** |