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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:** 3-Letter Blends (Tara West Week 9 pages 255-284)  **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 (T292-293, S148-149). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Eagles and Eaglets (T294-297), Wksp 150-155)  **Skills Mini-Lessons:** Reading Workshop/Shared Reading   * Review Vocabulary words (T286) * Identify Genre- Expository/Nonfiction (T294) * Model Close Reading Routine (T294) and Read together/discuss (T294-297) * Model and practice comprehension Strategy—Nonfiction Text Features, Main Idea/Details (T306-308) * Complete MI/Detail Wkst Together   **Standards:** RF.2.4, RI2.1, RI.2.2, | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T292-293, S148-149). Complete vocabulary dominoes activity **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:** Baby Bears! (Anthology 186-203)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Identify Genre—Expository Text/Nonfiction and Make Predictions Model Close Reading Routine (T323A) * Model and Practice siting text evidence * Complete MI/Detail Wkst Together   **Standards:** RF.2.4, RI2.1, RI.2.2, | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T292-293, S148-149). Complete vocabulary dominoes activity.  **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:**  Baby Bears! (Anthology 186-203)  **Skills Mini-Lessons:**  Literature Anthology/Independent Reading   * Read in Partners (Fluency) * Complete comprehension tri-fold (focus—vocabulary, making/confirming predictions and identifying story elements)   **Standards:** RF.2.4, RI2.1, RI.2.2, | **Reading Workshop**  **Vocabulary Activity:**  Introduce vocabulary words and meanings (T292-293, S148-149). Complete vocabulary dominoes activity **Standards**:RI.2.4, RL.2.5  **Focused Read Aloud:**  Baby Bears! (Anthology 186-203) and From Caterpillar to Butterfly (Anthology 204-205)  **Skills Mini-Lessons:** Literature Anthology/Independent Reading   * Read Independently and Complete Selection Test * Identify Genre-Expository Text and Make Predictions Model Close Reading Routine (T329A) * Model and Practice Comprehension Strategy-Main Idea/Details. Compare Texts. * Model and Practice siting text evidence   **Standards:** RF.2.4, RI2.1, RI.2.2, |
| **Grammar**  **Focus Area:** Singular and Plural Nouns  **Activity:** Define plural nouns. Watch plural nouns video. Introduce plural noun rules and put rule sheet in journals. Brainstorm singular to plural nouns in journal.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Singular and Plural Nouns  **Activity:** Review plural noun rules. Complete “Is it plural” noun sort wkst.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Singular and Plural Nouns  **Activity:** Review plural noun rules. Complete “Add s or es” wkst.  **Standards**:L.1.1.B | **Grammar**  **Focus Area:** Singular and Plural Nouns  **Activity:** Review plural noun rules. Complete “Complete the Sentence” 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: Personal** Narratives  **Mini-Lesson:** Lesson 17—Characters Feel and Think  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Lesson 18—Building Suspense  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Lesson 20—Transition Words  **Standards**:W.2.3, W.2.8 | **Writer’s Workshop**  **Unit of Study: Personal** Narratives  **Mini-Lesson:** Lesson 21--Ellipses  **Standards**:W.2.3, W.2.8 |
| **Math Workshop**  **Module 2 Lesson 4 Topic C:** Measure and Compare Lengths Using Different Length Units **Objective:**Measure various objects using centimeter rulers and meter sticks **Daily Fluency Review:** -Related Facts on a Ruler (4 min) -Sprint: Related Facts (9 min) **Background knowledge and Introduction:**SW utilize the ruler made in Lesson 3 to fluently review related facts. SW complete the Sprint, which helps them use related facts as a tool to build mastery of sums and differences within 20 **Mini Lesson:**SW solve the Application Problem (7 min) "Caleb has 37 more pennies than Richard. Richard has 40 pennies. Joe has 25 pennies. How many pennies does Caleb have? SW use their ruler they created yesterday, to redecorate the room. SW complete the Problem Set (10 min) **Debrief Questions:** -Share with your partner. Which things did you measure in centimeters? Why? Which things did you measure in meters? Why? -Did you or your partner disagree on any of the measurement tools you selected? Defend your choice. -How does the size and shape of what we measure tell us which tool is most appropriate? -What new (or significant) math vocabulary did we learn today? (Chart student responses. Prompt students to list vocabulary from the lesson such as measure, measurement, length, height, lenth unit, measuring tool, meter tape, meter and meter stick **Exit Ticket**  **Standards:** 2.MD.1, 2.MD.3 | **Math Workshop**  **Module 2 Lesson 5 Topic C:** Measure and Compare Lengths Using Different Length Units **Objective:**Develop estimation strategies by applying prior knowledge of length and using mental benchmarks **Daily Fluency Review:** -Break Apart by Tens and Ones (4 min) -Take out a Part (4 min) **Background knowledge and Introduction:**SW review place value understanding from Module 1 and helps develop skills needed for Module 3. SW build fluency with decomposing a whole, which allows them to use the make a ten strategy with larger numbers (e.g., 80+50=80+20+30) **Mini Lesson:**SW solve the Application Problem (7 min)"Ethan has 8 fewer playing cards than Tristen . Tristen has 50 playing cards. How many playing cards does Ethan have? SW complete the Concept Development (35 min) SW complete the Problem Set (10 min) Student Debrief (10 min) "Develop estimation strategies by applying prior knowledge of length and using mental benchmarks. **Debrief Questions:** -Turn to your partner and compare your answers to Problems 1-5 in your Problem Set. Why is ti possible to have different estimates? How can we check to see if our estimates are accurate? -How many mental benchmarks can you name? (Draw students' attention to Problem 6 on their Problem Set. Chart student responses for future reference) -How do mental benchmarks help us? When is a good time to use them? **Exit Ticket**  **Standards:** 2.MD.1, 2.MD.3 | **Math Workshop**  **Module 2 Lesson 6 Topic C:** Measure and Compare Lengths Using Different Length Units **Objective:**Measure and compare lengths using **centimeters and meters Daily Fluency Review:** Happy Counting (2 min) -Sprint: Find the Longer Length (9 min) **Background knowledge and Introduction:**SW review fluently counting by tens crossing the hundred and relate it to the metric units. SW compare lengths in the lesson by identifying the longer length  **Mini Lesson:**SW solve the Application Problem (7 min) "Eve is 7 centimeters shorter than Joey. Joey is 91 centimeters tall. How tall is Eve? In today's lesson SW measure and compare lengths in centimeters and meters. This *compare with smaller unknown*problem is similar to the problem in lesson 5, but the measurement units are used with *shorter than*rather than *less than* or *fewer* than. SW complete the Problem Set (10 min) **Debrief Questions:** -For Problems 1-3, discuss with your partner how you determined the difference in length of the lines you measured. What is interesting about Line F in Problem 3? -How did finding the missing addend in Problem 4 help you to answer Problem 5? -Explain to your partner how you solved Problem 6 or Problem 7. How did you show your thinking? -When you were measuring the paper today, how did your strategy change the second time you solved the problem? Which strategy was more efficient and accurate? -How would you convince me that there is a benefit to measuring with centimeters versus meters? How about a ruler versus a meter strip? **Exit Ticket**  **Standards:** 2.MD.1, 2.MD.2, 2.MD.4 | **Math Workshop**  **Module 2 Lesson 7 Topic C:** Measure and Compare Lengths Using Different Length Units **Objective:**Measure and compare lengths using standard metric length units and non-standard length units; relate measurement to unit size **Daily Fluency Review:** -Which is shorter? (2 min) -Sprint: Subtraction (9 min) **Background knowledge and Introduction:**SW prepare for comparing lengths by indentifying the shorter length and providing the number sentence to find the difference. SW review their simple subtraction skills in preparation for the lesson content **Mini Lesson:**SW solve the Application Problem (6 min) "Luigi has 9 more books than Mario. Luigi has 52 books. How many books does Mario have?" SW complete the Problem Set (10 min) **Debrief Questions:** -Turn to your partner and compare your answers to Problems 1 and 2. Which math strategies did you use to determine which line was longer or shorter? -Look at Problem 4. Turn and talk to your partner about why Christina's answer is incorrect. -Do you think that the paper clips are reliable measurement tool? Is a ruler a better measurement tool? Why? -What did you notice about the relationship between the unit of length (e.g., paper clips, centimeters) and the number of units needed to measure the lines? Use comparative words (*bigger, smaller, greater, fewer)*in your response **Exit Ticket**  **Standards:** 2.MD.1, 2.MD.2, 2.MD.4 |
| recess | recess*w/ duty* | recess | recess |
| **Social Studies**  **Unit of Study:** Government  **Lesson Concepts/Page Numbers:**   * Citizens Follow Rules and Laws (TG 74-77)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  - Introduce and define vocabulary (TG 74)  -Watch video on rules and laws  -Brainstorm classroom/home rules and community laws. Compare and contrast rules and laws.  -Read wb 74-77 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 77) | **Social Studies**  **Unit of Study:** Government  **Lesson Concepts/Page Numbers:**   * Cause and Effect (TG 78-79)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  - Introduce and define vocabulary (TG 78)  -Watch video on cause and effect  -Review rules and laws  -Read wb 78-79 and discuss. Complete Reading Checks together.  -Assign Lesson Check Questions (wb 79) | **Social Studies**  **Unit of Study:** Government  **Lesson Concepts/Page Numbers:**   * Our Government (TG 80-85)   **Lesson Materials:**   * S.S. Journals   **Lesson Activities:**  - Introduce and define vocabulary (TG 80)  -Watch video branches of government  -Read wb 80-85 and discuss. Complete Reading Checks together. | **Reading Buddies 1:00-1:30**  **Switch with Math** |
| **Closing** | **Closing** | **Closing** | **Closing** |