

2nd grade 2019-2020		March 16-20			Week: 29	
	Monday	Tuesday	Wednesday	Thursday	Friday	
7:55-8:00	Pledge & Announcements in the gym	Pledge & Announcements in the gym	Pledge & Announcements in the gym	Pledge & Announcements in the gym	No School	
Pick up students in the gym, go to room and put up backpacks.						
8:00-8:20	iRead/Assessments (Accuracy Checks/Progress Monitor)					
8:25-8:35	Heggerty/Phonemic Awareness					
	Students will develop phonemic awareness skills to build knowledge of phonemes, spoken language, auditory, and manipulating sounds in order to better encode and decode words.					
8:40-9:00	Phonetic Connections/Word Study					
Standards: RF.2.3 RF.2.4 L.2.4	Decoding: 1. Review 2. Introduce New Skill 3. Practice Reading Words 4. Irregular Words 5. Practice Reading Phrases/Sentences 6. Decodable Texts		Encoding: 1. Review 2. Introduce New Skill 3. Practice Writing Skills 4. Irregular Words	Word Study: <u>CVCe</u> - syllable patterns example: sunshine		
9:05-9:25	Read Aloud/Vocabulary					
*Model read aloud *Choral Reading *Close Reading Strategies *Reading Comprehension Strategies	Read Aloud: The Cloud Book Vocabulary: cumulus cirrus stratus weather RF.2.4	Read Aloud: Clouds Vocabulary: wispy humid tornadoes trailing RF.2.4	Read Aloud: Cloulette Vocabulary: important exhausted burst distance RF.2.4	Vocabulary Test	No School!	
9:25-9:35	Shared Reading					
Day 1: Book Introduction, Warm Up & MSV Meaning (Make sense?) , Structure (Sound right?) and Visual (Look right?) Day 2: Word Work Day 3: Vocabulary and Literary Language Day 4: Fluency and Expression Day 5: Putting it all together						
9:40-10:00	Morning Recess					
10:05-10:10	Reading Workshop					
Standards: RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.7 RL.2.10 RF.2.3 RF.2.4	Lucy Calkin's Session 3: Series Book Readers Notice Similarities in Their Characters across a Series -- Readers look closely for things that are similar in their series books by thinking about what the character always does or how the character usually feels	Lucy Calkin's Session 3: Series Book Readers Notice Similarities in Their Characters across a Series -- Readers look closely for things that are similar in their series books by thinking about what the character always does or how the character usually feels	Reading Comprehension Text	Lucy Calkin's Session 4: Series Book Readers Grow to Understand the Characters --Readers think about the things they have learned about the characters to understand them even better, like experts		

10:10-11:05	Small Group/Daily 5				
Standards: RF.2.3 RF.2.4 RL.2.10 RI.2.4 RI.2.10	Teacher Will See: Group 1,3,5 -Familiar Read -Word Work -Independent Reading -Partner Reading -Meet Teacher or Moby Foundational Reading	Teacher Will See: Group 1,2,4 -Familiar Read -Word Work -Independent Reading -Partner Reading -Meet Teacher or Moby Foundational Reading	Teacher Will See: Group 1,3,5 -Familiar Read -Word Work -Independent Reading -Partner Reading -Meet Teacher or Moby Foundational Reading	Teacher Will See: Group 1,2,4 -Familiar Read -Word Work -Independent Reading -Partner Reading -Meet Teacher or Moby Foundational Reading	
Differentiation	Below Students will work on appropriate skills to fill gaps during small group and daily 5 stations.			Exceeding Students will be challenged with skills specific to their needs during small group and daily 5 stations.	
11:10-11:50	Lunch/Recess				
11:55-12:10	Journal Writing/Assessments (AC/PM)				
12:10-12:40	Writing Workshop				
Standards: W.2.1 W.2.5 W.2.6	Lucy Calkin's Session 4: Writers Make Their Letters About Books Even Better by Retelling Important Parts	Lucy Calkin's Session 4: Writers Make Their Letters About Books Even Better by Retelling Important Parts	Lucy Calkin's Session 5: Keeping Audience in Mind	Lucy Calkin's Session 6: Using a Checklist to Set Goals for Ourselves as Writers	
Standards: L.2.4b	Prefixes *No Test*				
12:45-1:25	Math Block				
Module #7	Lesson 5	Lessons 1-5 test	Lesson 6	Lesson 7	
Topic B: Strategies for Composing a Ten	Fluency: 10 min. *Grade 2 Core Fluency Differentiated Practice Sets 2.OA.2 *Coin Drop 2.OA.2		Fluency: 11 min. *Grade 2 Core Fluency Differentiated Practice Sets 2.OA.2 *Decomposition Tree 2.NBT.5	Fluency: 12 min. *Skip-Count by \$5 and \$10 between 85 and 205. 2.NBT.2 *Sprint: Subtraction across a ten. 2.OA.2	
Standards: 2.NBT.7, 2.NBT.9, 2.OA.1, 2.NBT.5	Concept Development: 35 min. Solve word problems using data presented in a bar graph.		Concept Development: 32 min. Recognize the value of coins and count up to find their total value.	Concept Development: 33 min. Solve word problems involving the total value of a group of coins.	
	Application Problem This is a word problem that relates to our lesson topic. Students practice the Read Draw Write (RDW) method to help them solve the problem using strategies from the current lessons.				
1:30-2:10	Activity				

2:15-2:45	Math Problem Set		
	Student Debrief: 10min *Compare answers with partner *Reflect on lesson and problem set		
2:45-3:05	MobyMax Math/Interventions		
Differentiation	<u>Below</u> Students will work on appropriate skills to fill gaps during MobyMax.		<u>Exceeding</u> Students will be challenged with skills specific to their needs during MobyMax.
3:00-3:10	Announcements, Pass out papers, Pack up, Clean Up, Dismiss		