

**Andrews' Lesson Plans**  
**2<sup>nd</sup> Grade**  
**December 8-12, 2014**  
*Click Clack Moo: Cows That Type*

**8:05-8:30 Pledge, Lunch Count, AR Reading, Daily Review**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	
Accelerated Math Obj. #44 Add within 1000 using strategies based on place value with two regrouping CC.2.NBT.7 CC.2.NBT.9	IXL Obj. I.4 Addition word problems adding up 3-digit numbers CC.2.NBT.7 CC.2.NBT.9			Accelerated Math Obj. #45 Subtract within 1000 using strategies based on place value with no regrouping CC.2.NBT.7 CC.2.NBT.9	
<b>Math 8:30-9:30</b>	<b>Math 8:30-9:30</b>	<b>Math 8:30-9:30</b>	<b>Math 8:30-9:30</b>	<b>Math 8:30-9:30</b>	
<i>Add 3-Digit numbers regrouping in the ones and tens place.</i>  Lakeshore interactive CD activity whole group on marker boards.  Independently Singapore Math handout p. 39-42  CC.2.NBT.7 CC.2.NBT.9	Lesson 11.2 <i>Estimating Sums</i> Text p. 429-430 Whole group on marker boards  Independently PM and AM 11.2  CC.2.NBT.7 CC.2.NBT.9	Lesson 11.6 <i>Problem Solving Using a Graph</i> Text p. 439-440 Whole group on marker boards  Independently PM and AM 11.6  CC.2.NBT.7 CC.2.NBT.9	Lesson 11.7 <i>Finding the Missing Addend to 1000</i> Text p. 443-444 Whole Group on marker boards  Independently PM and AM 11.7  CC.2.NBT.2 CC.2.NBT.7 CC.2.NBT.9  Enrichment 9:00-9:40 Sarah McVey	Lesson 11.8 <i>Estimating Differences</i> Text p. 445-446 Whole Group on marker boards  Independently R and AM 11.8  CC.2.NBT.7 CC.2.NBT.9	
*****	<b>Language</b>	<b>Arts</b>	<b>9:30-10:45</b>	*****	
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	
<i>Introduce Vocabulary</i> using digital glossary ConnectEd.com workbook p. 150 vocabulary handout p. 150  Read <i>Click, Clack, Moo: Cows that Type</i> p. 405-426	<i>Comprehension: Cause and Effect</i> ConnectEd.com cause and effect mini-lesson  Read aloud and discuss cause and effect using: <u><i>If You Give a Mouse a Cookie</i></u>  Whole group do p. 151 graphic organizer using: <u><i>Click, Clack, Moo: Cows that Type</i></u>  Independently	<i>Comprehension: Cause and Effect</i> Read aloud <u><i>The Day Jimmy's Boa Ate the Wash</i></u> Students will complete cause and effect graphic organizer  Text Feature: Bar Graphs Independently workbook p. 157 and reproducibles p. 157	<i>Phonics: Suffixes</i> workbook p. 154 and reproducible p. 154 independently <i>CC.2.R.F.3d</i>	Listen to on CD (Treasures) <i>Click, Clack, Moo: Cows that Type</i> CC.2.R.L.7  Do weekly selection test and AR quiz #45430  Reading Comprehension: <i>Mike Fink and the Mississippi</i> CC.2.R.I.1	

<p>Guided Group- Beyond <i>What Good Is a Goat?</i> Running Records CC.2.R.F.4,a,b</p>	<p>complete cause and effect Have Fun Teaching Handout</p> <p>Guided Group-Approachable <i>Eggcellent</i> Running Records CC.2.R.F.4,a,b</p>	<p>Guided Reading Group-On Level <i>Knitwits and Woolly Sweaters</i> Running Records CC.2.R.F.4,a,b</p>			
<b>SPELLING</b>	<b>SPELLING</b>	<b>SPELLING</b>	<b>SPELLING</b>	<b>SPELLING</b>	

<p><i>Spelling</i> Spelling Objectives *Spell words with r-Controlled Vowels or, ore, oar *Identify spelling patterns T. 401E</p> <p>Introduce words with r-controlled vowel or, oar, ore: more, tore, wore, store, oar, roar, board, port, north, fort, farm, dark, carry, once, talk</p> <p><i>Phonics/Spelling</i> word sort pretest of r-controlled vowel or, oar, ore CC.2.R.F.3,e,f</p>	<p><i>Phonemic Awareness: Blending</i></p> <p>Objectives *Blend sounds to form words with /or/</p> <p>Whole group activity on T. 429E CC.2.R.F.3,e,f</p> <p><i>Spelling</i> p. 53-55</p> <p>CC.2.R.F.3,e,f</p>	<p><i>Phonemic Awareness: Identifying Syllables</i></p> <p>Objectives * Identify syllables in spoken words Whole group activity on T. 429S</p> <p>CC.2.R.F.3,e,f</p>	<p>Review for Test <i>Buddy Study SPARKLE</i> or <i>Spellingcity.com</i> activities CC.2.R.F.3,e,f</p>	<p><i>Written Word Dictation /Standardized Bubble Tests</i></p> <p>CC.2.R.F.3,e,f</p>	
<b>Lunch 10:45-11:05</b>	<b>Lunch 10:45-11:05</b>	<b>Lunch 10:45-11:05</b>	<b>Lunch 10:45-11:20</b>	<b>Lunch 10:45-11:05</b>	

<b>Recess 11:05-11:20</b>	<b>Recess 11:05-11:20</b>	<b>Recess 11:05-11:20</b>	<b>Recess 11:05-11:20</b>	<b>Recess 11:05-11:20</b>
<b>English 11:20-12:40</b>	<b>English 11:20-12:36</b>	<b>English 11:20-12:36</b>	<b>English 11:20-12:40</b>	<b>English 11:20-12:40</b>
<p><i><b>Present-Tense Verbs Extra Practice</b></i> p. 176 wb. p. 44 CC.2.L.1.f CC.2.L.1</p> <p><i>Vocabulary Synonyms for Verbs Vocabulary Strategy: Synonyms Whole group Treasure's workbook p. 155</i></p> <p><i>Independently Spectrum handout p. 124-125</i></p> <p>CC.2.L.1 CC.2.L.3 CC.2.R.F.3f</p>	<p><i>Past-Tense Verbs Adding ed to Verbs text p. 182-183 workbook p. 46, 47</i></p> <p>CC.2.L.1 CC.2.L.3</p>	<p><i>Be Verbs Am, Is, and Are Workbook p. 52</i></p> <p>CC.2.L.1 CC.2.L.3</p>	<p><i>Be Verbs Am, Is, and Are Continued p. 200-201</i></p> <p>CC.2.L.1 CC.2.L.3</p>	<p><i>Writing Prompt</i></p> <p>CC.2.W.1 CC.2.W.5 CC.2.L.3</p>
<b>Special Class/ Prep 12:40-1:20</b>	<b>Special Class/Prep 12:36-1:16</b>	<b>Special Class/Prep 12:36-1:16</b>	<b>Special Class/Prep 12:40-1:20</b>	<b>Special Class/Prep 12:40-1:20</b>
PE Setzer	Art Busac	Music Carr	Library Trafford	PE Setzer
<p><b>Social Studies 1:20-2:00</b></p> <p><i>Lesson 2 Special Places in Our Country read aloud text p. 198-201 handout p. 49</i></p> <p>C.5.2.1</p>	<p><b>Social Studies 1:20-2:00</b></p> <p><i>Arkansas History:</i>  introduce Arkansas State symbols book</p> <p>H.6.2.2 G.1.2.2 G.1.2.3</p> <p>Homework: <i>Great Grandpa and the Mine</i></p>	<p><b>Social Studies 1:20-2:00</b></p> <p><i>Arkansas History:</i> continue Arkansas State symbols book</p> <p>Do Arkansas State Symbols quiz</p> <p>H.6.2.2 G.1.2.2 G.1.2.3</p>	<p><b>Social Studies 1:20-2:00</b></p> <p>Arkansas State Flag</p> <p>Discuss meaning of the flag parts</p> <p>Students will make Arkansas State Flags H.6.2.2</p> <p>Counselor Guidance Lesson Becky Barnhardt 1:45-2:15</p>	<p><b>Social Studies 1:20-2:00</b></p> <p>Computer Lab</p> <p>Success Maker Reader's Workshop Math Skills and Concepts 2</p>

	CC.2.R.I.1			
<b>Handwriting 2:00-2:20</b>  cursive f	<b>Handwriting 2:00-2:20</b>  cursive review i and t Benson Handwriting p. 72, 73	<b>Handwriting 2:00-2:20</b>  cursive review e and u Benson Handwriting 74, 75	<b>Handwriting 2:00-2:20</b>  cursive review w and r Benson Handwriting 76, 77	<b>Handwriting 2:00-2:20</b>  cursive review s and l Benson Handwriting p. 78, 79
<b>Recess 2:20-2:35</b>	<b>Recess 2:20-2:35</b>	<b>Recess 2:20-2:35</b>	<b>Recess 2:20-2:35</b>	<b>Recess 2:20-2:35</b>
<b>Read Aloud</b>	<b>Read Aloud</b>	<b>Read Aloud</b>	<b>Read Aloud</b>	<b>Read Aloud</b>
<b>Car Riders 3:00 Bus 3:10</b>	<b>Car Riders 3:00 Bus 3:10</b>	<b>Car Riders 3:00 Bus 3:10</b>	<b>Car Riders 3:00 Bus 3:10</b>	<b>Car Riders 3:00 Bus 3:10</b>

Guided Reading Group Standards

CC.2.R.I.10 (if non fiction)

CC.2.R.F.4,a,b,c

Reading Vocabulary Standards

CC.2.L.2.4,a,e

CC.2.L.5

CC.2.R.I.4

CC.2.R.I.5

Spelling Standards (no vowels teams)

CC.2.R.F.3

CC.2.R.F.3.b

CC.2.R.F.3e

CC.2.R.F.3.f

Spelling Standards (vowels)

CC.2.L.2

CC.2.R.F.3,a,b