

**J. Andrews'**  
**2<sup>nd</sup> Grade Lesson Plans**  
**Meet Rosina**  
**September 8-12, 2014**

**8:05-8:30 Pledge, Lunch Count, Morning Bell Ringer Review**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Bell Ringer CCSS W.2.5 L.2.2 2.OA.2 2.OA.1 2.NBT.4 2.NBT.2 2.MD.6	Bell Ringer CCSS W.2.5 L.2.2 2.OA.2 2.NBT.5 2.NBT.1 2.MD.7	Bell Ringer CCSS W.2.5 L.2.2 2.OA.2 2.OA.1 2.NBT.8 2.NBT.3 2.MD.8	Bell Ringer CCSS W.2.5 L.2.2 2.OA.2 2.NBT.2 2.NBT.5 2.MD.6  <b>morning hallway duty</b>	Bell Ringer CCSS W.2.5 L.2.2 2.OA.2 2.OA.1 2.NBT.4 2.NBT.3 2.MD.7
<b>Math</b> <b>8:30-9:30</b>				
<p><b>Objective:</b> Add and subtract within multiples of ten based on understanding place value and basic facts.</p> <p><b>Activities:</b> *Say Ten Counting from 26 - 58 *Take from 20 *Basic Facts are Tools</p> <p><b>Materials:</b> Hide Zero cards marker boards counters ten- frame cards for the #10</p> <p>Summative Assessment: Problem Set 6</p>	<p><b>Objective:</b> Add within 100 using properties of addition to make a ten.</p> <p><b>Activities:</b> *Break Apart by Tens and Ones *Take from 20 *Up to the Next Ten with Number Sentences *Two More</p> <p><b>Materials:</b> Ten-frame cards showing 10 counters marker boards</p> <p>Summative Assessment: Problem Set 7</p>	<p><b>Objective:</b> Decompose to subtract from a ten when subtracting within 100 and apply to one-word problems.</p> <p><b>Activities:</b> *Sprint: make a Ten *Take from 20 *Subtract 1 from *Multiples of 10</p> <p><b>Materials:</b> counters ten-frame cards for the # 10 marker boards</p> <p>Summative Assessment Problem Set 8</p>	<p><b>Enrichment</b> <b>Mrs. McVay</b> <b>9:00-9:40</b></p> <p>Module 1 Review</p>	<p>Module 1 Assessment</p>
<b>Language Arts</b> <b>9:30-10:45</b> <b>(9:30-9:45 Library/AR Test)</b>				
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>

<p>Read “<i>Meet Rosina</i>” P. 82-102 expository story</p> <p>Introduce vocabulary Using digital glossary www.connected.graw-hill.com Practice Book P. 36</p> <p>CC.2.L.2.4e CC.2.R.L.1 CC.2.R.L.10 CC.2.R.I.1 CC.2.R.I.4 CC.2.R.I.5 CC.2.R.I.8 CC.2.R.I.10</p> <p>Guided Reading Group: Approaching Running Records Fluency CC.2.R.F.4 CC.2.R.4a CC.2.R.F.4b CC.2.R.F.4c</p>	<p>Comprehension: Main Idea and Details Chart Whole group p. 37 p. 38 independently</p> <p>CC.R.L.1 CC.R.I.1 CC.2.R.I.2 CC.2.R.I.8</p> <p>Homework : Reading Comprehension <i>The Biggest Waves</i> CC.2.R.I.1</p> <p>Guided Reading Group: Beyond Running records Fluency CC.2.R.F.4 CC.2.R.4a CC.2.R.F.4b CC.2.R.F.4c</p>	<p><b>Computer Lab</b> <b>10:00-10:45</b> <i>Success Maker</i> <i>Math Skills and</i> <i>Concepts/Reader's</i> <i>Workshop</i></p> <p>Guided Reading Group: On-level Running Records Fluency CC.2.R.F.4 CC.2.R.4a CC.2.R.F.4b CC.2.R.F.4c</p>	<p>Reading Comprehension: Fiction vs. Nonfiction <i>A Useful Hat</i> <i>How Ty's Horse Got</i> <i>Water</i></p> <p>CC.2.R.I.1</p> <p>Rhymes in Poems Read various poems and discuss their rhyming patterns Vocabulary Strategy: Dictionary Whole group: practice book p. 41</p> <p>CC.2.R.I.5</p>	<p>Listen to “<i>Meet Rosina</i>” on CD (Treasures)</p> <p>Weekly selection test</p> <p>Reading Comprehension: <i>The World of Cartoons</i> CC.2.R.I.1</p>
<p><b>SPELLING</b></p>	<p><b>SPELLING</b></p>	<p><b>SPELLING</b></p>	<p><b>SPELLING</b></p>	<p><b>SPELLING</b></p>
<p><b>Phonics</b> <b>Objectives</b> *Spell words with short and long /i/ *Spell words with long vowels Practice book p. 35 RF2.3a</p> <p><b>Spelling</b> <b>Introduce short and</b> <b>long /i/:</b> did, fin, pick, line, pipe, rip, mix, five, side, hike, cape, made because, off, picture</p> <p><b>Pretest</b> <b>Spelling p. 13</b> <b>79E</b> L.2.2 Connect-Ed.com</p>	<p><b>Spelling</b> Word Sort with Short and Long <i>i</i> Spelling p. 14 L.2.2</p>	<p><b>Phonics:</b> <b>Soft <i>c</i> and <i>g</i></b> <b>103G</b> Practice Book p. 40</p> <p><b>Spelling</b> Final e (i_e) with Short <i>i</i> Spelling p. 15 L.2.2</p>	<p><b>Spelling</b> Practice weekly spelling words Spelling p. 16 L.2.2 Smartboard game: Spellingcity.com</p>	<p>Post Test</p>

<b>Lunch</b> <b>10:45-11:05</b> <b>Recess</b> <b>11:05-11:20</b>				
<b>Language Arts Continued</b> <b>11:20-12:20</b>				
<b>English</b> Types of Sentences: Statements and Questions p. 54, 55 workbook p. 11, 12	<b>English</b> Sentences That Go Together p. 56, 57 workbook p. 13	<b>English</b> Statements and Questions Extra Practice p. 58 Chapter Review p. 60	<b>English</b> Exclamations and Commands p. 64, 65 workbook p. 17	<b>English</b> Writers Workshop Extra Practice:  Students will respond to a second grade writing prompt  CC.2.W.5
<b>Special Class/  Prep</b> <b>12:40-1:20</b> <b>PE Setzer</b>	<b>Special  Class/Prep</b> <b>12:36-1:16</b> <b>Art Busac</b>	<b>Special  Class/Prep</b> <b>12:36-1:16</b> <b>Music Carr</b>	<b>Special  Class/Prep</b> <b>12:40-1:20</b> <b>Library Trafford</b>	<b>Special  Class/Prep</b> <b>12:40-1:20</b> <b>PE Setzer</b>
<b>Social Studies</b> <b>1:20-2:00</b>	<b>Social Studies</b> <b>1:20-2:00</b>	<b>Social Studies</b> <b>1:20-2:00</b>	<b>Social Studies</b> <b>1:20-2:00</b>	<b>Social Studies</b> <b>1:20-2:00</b>
Geography Skills: North American Boundaries  Handout 56, 57	Construct maps of a familiar place that include: title, compass rose, and key  G.1.2.13	Construct maps of a familiar place that include: title, compass rose, and key (continued)  G.1.2.13	Unit 1 People All Around Lesson 1 People in Groups p. 4-7  Obj. Recognize that groups are made up of people who work or play together and share common interests.  Practice Book p. 6  G.2.2.3 E.8.2.2 G.3.2.1  Becky Barnhardt Guidance Lesson	Finding Alike and Different p. 8-9  Obj. Compare and contrast by looking at similarities and differences.  Describe how individuals and families change over time.  Practice Book p. 7 G.2.2.3
<b>Handwriting</b>				

**2:00-2:20**

Manuscript  
Ll

Manuscript  
Bb

Manuscript  
Tt

Manuscript  
Hh

Manuscript  
Kk

**Recess**

**2:20-2:35**

**Duty Monday, Wednesday, Thursday**

**Math Board Review**

**2:35-3:00**

**Car Riders 3:00**

**Bus Riders 3:10**