

**Andrews' Lesson Plans**  
**2<sup>nd</sup> Grade**  
**January 19-23, 2015**  
*Officer Buckle and Gloria*

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

<b>Monday MORNING OUTSIDE DUTY</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday MORNING INSIDE DUTY</b>	<b>Friday</b>
CGI PROBLEM SOLVING	CGI PROBLEM SOLVING	CGI PROBLEM SOLVING	CGI PROBLEM SOLVING	CGI PROBLEM SOLVING
<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>
<p><i>Pictographs</i> Lesson 8-12</p> <p>Objective: Collect and analyze data using a pictograph.</p> <p>Discuss and do text p. 319-320 together</p> <p>Independently do Problem Solving and, Enrichment 8-12. Problem Solving and Enrichment 8-16 and AR Math 8-12</p> <p><a href="http://www.brainpopjr.com/math/data/pictographs/">http://www.brainpopjr.com/math/data/pictographs/</a></p> <p>Interpret-Pictographs <a href="http://www.ixl.com/math/grade-2/interpret-pictographs">http://www.ixl.com/math/grade-2/interpret-pictographs</a></p> <p>Create-pictographs <a href="http://www.ixl.com/math/grade-2/create-pictographs">http://www.ixl.com/math/grade-2/create-pictographs</a></p> <p>2<sup>nd</sup> Grade Splash Math ipad app Picture Graphs</p>	<p><i>Using a Venn Diagram</i> Lesson 8-11</p> <p>Objective: Collect, record, and analyze data using a Venn diagram.</p> <p>Discuss and do text p. 315-316 together</p> <p>Independently do Problem Solving, Enrichment and AR Math 8-11</p> <p><a href="http://www.powershow.com/view/b0e5-YWYwZ/Venn_Diagram_powerpoint_ppt_presentation">http://www.powershow.com/view/b0e5-YWYwZ/Venn_Diagram_powerpoint_ppt_presentation</a></p> <p>Interpret-Venn-diagrams <a href="http://www.ixl.com/math/grade-2/interpret-venn-diagrams">http://www.ixl.com/math/grade-2/interpret-venn-diagrams</a></p> <p>Addition Fact Fluency Drill CC.OA.2</p>	<p><i>Line Plots</i> Lesson 8-14</p> <p>Objective: Create and analyze line plots.</p> <p>Discuss and do text p. 323-324</p> <p>Independently do Reteach, Practice Master, Problem Solving and AR Math 8-14</p> <p><a href="http://mrnussbaum.com/grade_2_standardsline_graph/">http://mrnussbaum.com/grade_2_standardsline_graph/</a></p> <p>Interpret-line-plots <a href="http://www.ixl.com/math/grade-2/interpret-line-plots">http://www.ixl.com/math/grade-2/interpret-line-plots</a></p> <p>Create-line-plots <a href="http://www.ixl.com/math/grade-2/create-line-plots">http://www.ixl.com/math/grade-2/create-line-plots</a></p> <p>2<sup>nd</sup> Grade Splash Math ipad app Line Plots</p>	<p>Read <i>Pigs Will Be Pigs</i></p> <p><i>Introduce coins and their values (quarter, dime, nickel, penny)</i></p> <p><i>Identifying Money</i> Handout Practice 1, 2, and 3</p> <p>CC.2.MD.7 CC.2.MD.8</p> <p><i>Money Rock and Learn Video</i></p> <p>Addition Fact Fluency Drill CC.OA.2</p> <p><b>Enrichment</b> Sarah McVay 9:00-9:40</p>	<p>Lesson 3-12 <i>Counting Coins</i></p> <p>Using money manipulatives</p> <p><i>Dime, Nickel, and Penny</i></p> <p>Using money manipulatives</p> <p>Text p. 109-110 together</p> <p>PM 3-12 AR Math 3-12 independently</p> <p>CC.2.MD.7 CC.2.MD.8</p> <p>Addition Fact Fluency Test CC.OA.2</p>

Addition Fact Fluency Drill CC.OA.2		Addition Fact Fluency Drill CC.OA.2		
*****	<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>
<p><i>Introduce Vocabulary</i> using digital glossary</p> <p>Independently Workbook p.185 Reproducible p. 185</p> <p>Read <u><i>Officer Buckle and Gloria</i></u> p. 47-69</p>	<p><i>Comprehension: Use Illustrations</i> Complete graphic organizer p. 187 p. 188</p> <p>Reading Comprehension activities <u><i>Martin's Birdhouse</i></u> By Rachelle Kreisman CC.2.R.I.1</p>	<p><i>Text Feature: Floor Plans</i> Together Workbook p. 192 Independently Reproducible p. 192</p> <p>Computer Lab 10:00-10:45 <b>Success Maker</b> Reader's Workshop Math Skills and Concepts</p>	<p>Students will read and complete <u><i>To The Pumpkin Patch</i></u> literacy activity packet</p> <p>Skills Review <i>Vocabulary Strategy: Synonyms</i> discuss and do workbook p. 190 then Independently Spectrum handouts p. 124, 125</p> <p>Review of Prefixes p. 189 and reproducible p. 189</p>	<p>Listen to weekly selection on <i>Treasures</i> CD and do weekly selection test and AR quiz</p> <p>Reading Comprehension: <i>Let's Go to the Beach</i> CC.2.R.I.1</p>
<b>SPELLING</b>	<b>SPELLING</b>	<b>SPELLING</b>	<b>SPELLING</b>	<b>SPELLING</b>

<p><i>Spelling</i> Objectives: *Spell words with diphthong <i>oi, oy</i> *Identify spelling patterns *Spell high frequency words T. 43E</p> <p>Introduce words with diphthong <i>oi, oy</i> soil, broil, moist, point, boil, oil, toy,</p>	<p><i>Phonemic Awareness</i> Phonemic Segmentation Objective: *Segment phonemes in words with /oi/ *Oral activities on T. 71S</p> <p>Spelling Diphthong /oi/ (oi, oy) p. 66, 67</p>	<p>Computer Lab 10:00-10:45 <b>Success Maker</b> Reader's Workshop Math Skills and Concepts</p>	<p>Review for Test: SPARKLE Buddy Study or Spellingcity.com activities</p> <p>CC.2.R.F.3,b,e,f</p>	<p>Posttests: Written Word Dictation/ T. 77E Standardized Bubble Tests</p> <p>CC.2.R.F.3,b,e,f</p>
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<p>joy, avoid, royal, crown, house, above, color, song</p> <p><a href="http://www.ConnectEd.com">www.ConnectEd.com</a> activities and video on oi,oy</p> <p>Do pretest, word sort, and Spelling p. 65 CC.2.R.F.3,b,e,f</p> <p><i>Phonemic Awareness</i> Phoneme Substitution Objective: *Substitute phonemes in words to create new words with oi, oy Oral activities on T. 71E</p>				
<b>Lunch</b> <b>10:45-11:05</b>	<b>Lunch</b> <b>10:45-11:05</b>	<b>Lunch</b> <b>10:45-11:05</b>	<b>Lunch</b> <b>10:45-11:20</b>	<b>Lunch</b> <b>10:45-11:05</b>
<b>Recess</b> <b>11:05-11:20</b>	<b>Recess</b> <b>11:05-11:20</b>	<b>Recess</b> <b>11:05-11:20</b>	<b>Recess</b> <b>11:05-11:20</b>	<b>Recess</b> <b>11:05-11:20</b>
<b>English</b> <b>11:20-12:40</b>	<b>English</b> <b>11:20-12:36</b>	<b>English</b> <b>11:20-12:36</b>	<b>English</b> <b>11:20-12:40</b>	<b>English</b> <b>11:20-12:40</b>
<p>Adjectives</p> <p>Adjectives Tell What Kind Discuss and do on marker boards p. 244-245</p> <p>Independently do workbook p. 62 Second Grade Success supplement p. 26 <i>Funny Adjectives</i></p> <p>CC.2.L.1e</p>	<p>Adjectives</p> <p>Writing Longer Sentences Discuss and do on marker boards p. 246-247</p> <p>Independently do workbook p. 63 and Second Grade Success supplement p. 23 <i>Adding Adjectives</i></p> <p>CC.2.L.1.e</p>	<p>Adjectives</p> <p>Extra Practice with Adjectives p. 248 and chapter review p. 250 Workbook p. 64</p> <p>CC.2.L.1.e</p>	<p>Adjectives</p> <p>Adjectives for Taste, Smell, Feels, and Sound Discuss and work on marker boards p. 254-255</p> <p>Independently do workbook p. 66-67</p> <p>CC.2.L.1.e</p>	<p><b>Science Lab</b></p> <p>Amphibians, Reptiles, and Fish Students will make a collage of reptiles, amphibians, fish, birds and mammals.</p> <p>N.S.1.2.3</p>
<b>Special Class/ Prep</b> <b>12:40-1:20</b>	<b>Special Class/Prep</b> <b>12:36-1:16</b>	<b>Special Class/Prep</b> <b>12:36-1:16</b>	<b>Special Class/Prep</b> <b>12:40-1:20</b>	<b>Special Class/Prep</b> <b>12:40-1:20</b>
PE Setzer	Art Busac	Music Carr	Library Trafford	PE Setzer

<p><b>Science 1:20-2:00</b></p> <p>Lesson 2-2 <i>What Are Reptiles, Amphibians, and Fish?</i></p> <p>Read and discuss p. A42-A47 .workbook p. 12-13</p> <p>L.S.2.2.1</p>	<p><b>Science 1:20-2:00</b></p> <p>Lesson 2-3 <i>How Do Animals Meet Their Needs?</i></p> <p>Read p. A54-A-56 Study Guide p. 14, 15</p> <p>N.S.1.2.3 N.S.1.2.7</p> <p>Homework: <i>The Polar Bear</i> CC.2.R.I.1</p>	<p><b>Science 1:20-2:00</b></p> <p>Ch. 2 Review and Test Prep p. A58-A59</p>	<p><b>Science 1:20-2:00</b></p> <p>Chapter 3 <i>Animal Life Cycles</i></p> <p>Lesson 1 <i>Which Baby Animals Look Like Their Parents?</i></p> <p>Read A 64-A67 Study Guide A.3.1 p. 16-17</p> <p>Guidance Lesson Counselor Becky Barnhardt 1:45-2:15</p>	<p><b>Science 1:20-2:00</b></p> <p>Computer Lab 1:20-2:00 <b>Success Maker</b> Reader's Workshop Math Skills and Concepts</p>
<p><b>Handwriting 2:00-2:20</b></p> <p>Cursive Practice</p>	<p><b>Handwriting 2:00-2:20</b></p> <p>Cursive Practice</p>	<p><b>Handwriting 2:00-2:20</b></p> <p>Cursive Practice</p>	<p><b>Handwriting 2:00-2:20</b></p> <p>Cursive Practice</p>	<p><b>Handwriting 2:00-2:20</b></p> <p>Cursive Practice</p>
<p><b>Recess 2:20-2:35</b></p>	<p><b>Recess 2:20-2:35</b></p>	<p><b>Recess 2:20-2:35</b></p>	<p><b>Recess 2:20-2:35</b></p>	<p><b>Recess 2:20-2:35</b></p>
<p><b>Read Aloud</b></p>	<p><b>Read Aloud</b></p>	<p><b>Read Aloud</b></p>	<p><b>Read Aloud</b></p>	<p><b>Read Aloud</b></p>
<p><b>Car Riders 3:00 Bus 3:10</b></p>	<p><b>Car Riders 3:00 Bus 3:10</b></p>	<p><b>Car Riders 3:00 Bus 3:10</b></p>	<p><b>Car Riders 3:00 Bus 3:10</b></p>	<p><b>Car Riders 3:00 Bus 3:10</b></p>

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

