Reading Mini-Lesson Plans
Week: October 1-5

Standards:
L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
SL.2.3 - Ask and answer questions about what a speaker says, in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF 2.3a - Recognize and read grade-appropriate irregularly spelled words.
RF. 2.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary
RF.2.4b - Read grade-level text orally with accuracy, appropriate rate, and expression

Monday:
Journeys:
Story: Diary of a Spider
Skill: Cause and Effect (Introduce with Bringing the Rain to Kapiti Plain)

Vocabulary: insects, dangerous, scare, sticky, rotten, screaming, breeze, judge
1. Introduce Vocabulary Cards using the SMARTboard and/or Vocabulary Cards
2. Read “Bats: Beastly or Beautiful” found on T292-T293. (Part of it is on Projectable 4.1) Talk about cause and effect as well as the meaning of each vocabulary word.
3. Complete vocabulary sentences for homework

Tuesday:
Journeys: Story: Diary of a Spider Skill: Cause and Effect
Vocabulary: insects, dangerous, scare, sticky, rotten, screaming, breeze, judge
1. Review skill cause and effect using Projectable 3.4
2. Read together Diary of a Spider
3. Complete Page 9 from the Practice Book together after reading the story.
4. Choose of the vocabulary activities from pages 108-109 in the Word Study book. (There are 5 to choose from.)

**Wednesday:**
Journeys: Story: *Diary of a Spider*  
Skill: Cause and Effect

1. Students will read with partners *Diary of a Spider* to practice fluency.
2. Complete Projectable 4.8 together as a class. Students will need to reference the book to complete it.
3. Homework: Cause and Effect Page 54

**Thursday:**
Journeys: Story: *Diary of a Spider*  
Skill: Cause and Effect

Vocabulary: insects, dangerous, scare, sticky, rotten, screaming, breeze, judge

1. Read *If You Give a Pig a Pancake* (or any of the “If you give stories”). Talk about the cause and effect situations in the story.
2. Do another one of the vocabulary activities from pages 108-109 in the Word Study book. (There are 5 to choose from.)

**Friday:**
Journeys: Story: *Diary of a Spider*  
Skill: Cause and Effect

Vocabulary: insects, dangerous, scare, sticky, rotten, screaming, breeze, judge

1. Give the assessment on Cause and Effect, vowel sounds covered during “spelling” and the grammar skill of “nouns.”
Grammar Lesson Plans  
Week: October 1-5  
Nouns

Standards:
L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Monday:

1. Identify nouns that name people and animals
2. *Display Projectable 4.2. Make sure students understand that the noun alone is the naming word- and not the article (a, an, the) before it.
3. *Model identifying the noun that names a person or animal in this example: The woman sees a web.
4. *Complete Projectable 4.2 with the children
5. *Have students complete pages 47 in the practice book

Tuesday:

1. Identify nouns that name places and things
2. Display Projectable 4.6. Recall that nouns can name people and animals. Then explain to children that nouns can also name places and things. Point out that insects, worms, and animals are all animals. Then model identifying the noun that names a place or thing in the example: Bugs live in my yard.
3. Complete all the examples on Projectable 4.6 with children

Wednesday:

1. Identify kinds of nouns
2. Review with children how to identify different kinds of nouns.

Thursday:

1. Review nouns
2. Read together the text at the top of Student Book Pg. 118
3. Recall that a noun names a person, animal, place, or thing
4. Review the chart and discuss the example of nouns under each column heading.
5. The students can complete the “turn and talk” activity with a partner that is sitting close by.
6. Students will complete page 60 in the practice book.

Friday-

*Students will take the grammar assessment along with the reading comprehension test on Diary of a Spider.

Spelling Lesson Plans
Week: October 1-5
Long Vowels: o, u

Standards:
RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words
RF. 2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

List A: doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune
List B: yes, let, red, ten, bed, get

Monday:
1. Distribute word cards to cut and sort and place in spelling notebooks. Students will also write them in their agendas.
2. Model the Sort page 46 in the TE Book- Use Smart Board lesson on spelling list
   *Homework: Tic Tac Toe Spelling (Choose One)

Tuesday:
1. Review the patterns in the spelling lists this week (long o, u and short e)
2. Students will sort their word cards using “Guess My Category” on page 46 in the TE
   *Homework: Tic Tac Toe Spelling (Choose One)

Wednesday:
*Blind Writing Sort on page 47 in TE Book.
*Homework: Tic Tac Toe Spelling (Choose One)

Thursday:
1. Word Hunt on page 47 in TE Book. Students will do this in their Word Study Journals.
2. Play "Sparkle"
3. Give weekly dictation spelling test.

Friday:
Review the spelling words using "Hang Mouse" from Spelling City.
Common Core Standards (reviewing Unit 1 on addition and subtraction)

2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

2.OA.2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers

2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting threedigit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
   a. 100 can be thought of as a bundle of ten tens — called a "hundred."
   b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
**Monday:** Unit 1 Lesson 22 Add Three Numbers  
1. Timed Math Quiz-Basic Addition Facts  
2. Parachute Drop Quick Practice (if you have time)  
3. Complete Smartboard Lesson 22  
   a. Discuss making combinations to add three numbers easier  
4. Complete page 22 Making Combinations Sheet (copied for you) all together  
5. Students can complete page 23 independently or all together as you see fit.

**Tuesday:** Unit 1 Review  
1. Discuss the rules to TouchDown  
2. Pass out whiteboards, markers, and erasers  
3. Play the Game TouchDown  
4. Send home Student Activity Book pages 71-72 as homework and review.

**Wednesday:** Unit One Math Test  
- The teacher will facilitate assessment from ThinkCentral Math Expressions

**Thursday:** Place Value (Begin Unit 2)  
1. Make place value flipbook  
2. Have students build different numbers with their base ten blocks from their Math Expressions Manipulatives kit.  
3. Complete BaseTen writing numbers sheet

**Friday:** Place Value Game Day  
1. Number Word Concentration  
2. Order Up  
3. Base Ten Concentration  
4. Roll Three Digits  
5. Number Writing Barrier Game
2-3 Standard - The students will demonstrate an understanding of daily and seasonal weather conditions.

Indicators -
2-3.1 - Explain the effects of moving air as it interacts with objects
2-3.2 - Recall weather terminology (including temperature, wind direction, wind speed, and precipitation as rain, snow, sleet, and hail
2-3.3 - Illustrate the weather conditions of different seasons
2-3.4 - Carry out procedures to measure and record daily weather conditions (including temperature, precipitation amounts, wind speed as measured on the Beaufort Wind Scale, and wind direction as measured with a wind sock or wind vane.)
2-3.5 - Use pictorial weather symbols to record observable sky conditions
2-3.6 - Identify safety precautions that one should take during severe weather conditions

Continue to refer to the "Weather" vocabulary cards for this unit. Reading support books that go with this unit include: Weather - below level intervention / Weather and Water - on level enrichment / Rain or Shine? - challenge level)

Monday -
(6 segments 13 minutes) If you download it you can pause, fast forward, back up as needed. It shows an anemometer, wind vane, thermometers, water cycle, etc.
2. Complete the study guide review together in class for students to take home and study.
3. Review "weather symbols" using Lesson 10 page 31-32 from Supporting Documents book. (scanned on 9/28/12)

Homework - Use study guide to prepare for Thursday's unit test on weather.
Tuesday –
1. Use SMARTBoard lessons on weather to review for the unit test. (sent last week)
2. Review safety precautions that should be taken during severe weather conditions (Flip-flop book can be reviewed, matching/memory picture cards may be used-- I have several sets we can share)
3. Supporting Documents pp. 33 – 35 can be used to project and review on white board or student copies can be made. Students can complete p. 36 #1-4 as a daily classwork grade.
4. You may want to watch The Magic School Bus Kicks up a Storm if you did not watch it last week.

Wednesday-
1. Review for Thursday's unit test on "Weather" by playing "Strike Out" using test questions.
2. Review also by making two teams and playing tic tac toe on the board or play football using the SMARTBoard football board and two moveable footballs.
3. Let students take home any materials they may have saved in a science folder to use and review for test. (examples: flip flop weather safety book, seasons pictures, Beaufort wind scale poster, thermometer drawings)
4. You may want to give an additional quiz today for an extra grade or for students to take home and study.

Thursday–
1. Give the science test on "Weather."
2. After the test, early finishers may draw a picture of themselves in a group in which they belong. (school group, family group, church group, scouts group, club, etc.)

Assessment : Grade students' tests to check for understanding and mastery of weather unit standards

Friday- Begin Social Studies Unit
Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.

Enduring Understanding:
Geography influences the development of communities. To understand the connections between communities and the environment, the student will...

2-1.1 Identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and the cardinal directions.

Procedures:
1. Use Grade 2 "Where We Live" Weekly Reader map pages 26 - 27. If you do not have a set of these books, I will scan this page to you.
2. Introduce cardinal directions using the U.S. map. (Also use your class rugs to show a compass rose.)
3. Discuss the map key and the different landforms that are shown on the U.S. map. Answer the questions together on p.26.
Writing Plans

October 1st – 5th, 2012

Charlesworth, Cochran, Lambright, Wimmer

Standards:

W.2.3 – Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.7 – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Monday -

Write to Narrate - Introduce the model, (Teacher Edition T301)

Display and read aloud Projectable 4.3

Use the labels on the projectable to identify the lead sentence, details, and events.

Read and discuss these goals.

The teacher will discuss with the students What Makes a Great True Story? Reread Projectable 4.3.

Model Study - Ask children to identify the events on Projectable 4.3. Have them work in pairs and then share their responses with the class.

Practice Book Vol. 1, p. 47
Tuesday -

Write to Narrate – Focus Trait: Ideas, (Teacher Edition T325)

Main Idea - Explain to children that a true story paragraph should be about one important thing that happened to the writer. This is the main idea. All sentences in the true story would be about the main idea.

Guided Practice - Write: “If we hear a vacuum, we should Stop, Drop, and Run,” and “Fly came over to play today.”

Ask children to identify which sentence supports the main idea “Today was Safety Day at school.”

Write: Main Idea: “Today was Show-and-Tell Day.”

Then write: “So I brought in my old skin,” and “Mom said I was getting too big for my own skin.”

Ask children to identify which sentence supports the main idea.

Practice Book Vol.1, p. 51 and p. 52

Wednesday -

Write to Narrate – Prewrite, (Teacher Edition T335)

True Story: Choosing a Topic - Explain that one way to explore and then choose a topic is to draw pictures. This helps writers think of one important thing that happened to them.

Write this prompt on the board: Write a paragraph about something that happened to you at school.

Then use the Think Aloud to model how to explore a topic by drawing pictures. Draw one or two pictures as you discuss different topics with the class.

Guided Practice - Prewriting - Read together the prompt on the board. Have children begin planning their own paragraphs by drawing pictures and choosing one to write about. Practice Book Vol. 1, p. 56
Thursday -

Write to Narrate - Prewrite, (Teacher Edition T345)

**True Story: Leaving Out Unimportant Details.** Remind children to write about only one main thing that happened. Unrelated events and details should be left out.

Display **Projectable 4.10**

Create several details that support the main idea. *I brought my pet snail to school.*

Model putting these details in a Flow Chart and numbering them in time order.

As you work, use the Think Aloud to model choosing strong supporting details.

Save the completed Flow Chart for Day 1 of next week.

**Prewriting** - Distribute **Graphic Organizer 4.** Have children use their pictures to complete their own Flow Charts. Remind them to use only details that support the main idea. Have children number the events in time order.

**Practice Book Vol.1, p. 58 and p. 59**

Friday -

Write to Narrate – Prewrite, (Teacher Edition T352)

True Story - Tell children they will read how a student writer explored a topic and planned his true story.

Read together the top of **Student Book p.120** and the story ideas made by the student writer, Raj. Then read Raj’s idea web on **Student Book p. 121.**

**Guided Practice** - Discuss the **Reading as a Writer** questions on **Student Book p.121.**

**Prewriting** - Ask children to check their Flow Charts to be sure they have included only details that support their main ideas. Make sure they have numbered the events in the order that they happened. Tell children to add any important details they left out and to cross out details that do not support their main idea.