Standards:
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.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.8 Describe how reasons support specific points the author makes in a text.

**Monday:**
*Journeys: Story: Schools Around the World*  
Skill: Author’s Purpose  
Vocabulary: culture, community, languages, transportation, subjects, lessons, special, wear  
1. Introduce Vocabulary Cards using the SMARTboard and/or Vocabulary Cards.  
2. Read "One-Room Schoolhouse" on T200-T201. (Part of it is on Projectable 13.1) Look on page 65 in the CLL for directions for the minilesson.  
3. Complete vocabulary sentences.

**Tuesday:**
*Journeys: Story: Schools Around the World*  
Skill: Author’s Purpose  
Vocabulary: culture, community, languages, transportation, subjects, lessons, special, wear  
1. Read *Schools Around the World*. Complete Projectable 13.5 together after reading the story. (Look on page 64 in the CLL for minilesson directions.)  
2. Do one of the vocabulary activities from pages 124-125 in the Word Study book. (You choose....There are 5 to choose from.)  
3. Introduce the skill by completing projectable 13.4.  
4. Have students complete page 184 in the practice book.
Wednesday:
Journeys: Story: *Schools Around the World*  Skill: Author’s Purpose
Vocabulary: culture, community, languages, transportation, subjects, lessons, special, wear
1. Students will partner read *School’s Around the World* to practice fluency.
2. Complete Projectable 13.8 together as a class. Students will need to reference the book to complete it.

Thursday:
Journeys: Story: *Schools Around the World*  Skill: Author’s Purpose
Vocabulary: culture, community, languages, transportation, subjects, lessons, special, wear
1. Read *School Poems* on pages 404-406 in the Student Book.
2. Follow the directions on page 65 in the CLL to the minilesson for this.

Friday:
*Students will take the assessment on author’s purpose.*

Grammar Lesson Plans
Quotation Marks

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

Monday:
Use quotation marks correctly
*Display Projectable 13.2. Explain to children that quotations show the exact words a person says or writes.*
*Tell them that quotation marks go around the words to tell us exactly what the person said or wrote.*
*Write: Julia said, ‘I am a painter.’* Model using quotation marks.
*Complete other examples on Projectable 13.2 with children.*
*Students will complete page 182 in the practice book.*

Tuesday:
Write quotations correctly with punctuation and capitalization
*Display Projectable 13.6.*
*Remind children that quotation marks go around the exact words a person says. Tell children that there are other punctuation rules when using quotation marks.*
*Use a comma after words such as said and asked. Begin the first word inside the quotation marks with a capital letter. Put the end mark inside the quotation marks.
*Write: Becca asked, “Can you hear the wind?”
*Complete Projectable 13.6 with children
*Have students complete page 187 in the practice book.

**Wednesday:**
Write quotations correctly
*Review how to correctly write quotations, including use of quotation marks, capitalization, and punctuation.
*Review the examples and the Thinking Questions from Day 1 and Day 2.
*Work with student to decide where the quotations marks go in this sentence. Carmen said we like your painting.
*Also work with children to decide where to place the comma, mark, and capital letters.
Students will complete page 191 in the practice book.

**Thursday**
Quotation mark noodle activity (I have noodles for this activity.)
*Students will use noodles as quotation marks. They will place them in the correct place in the sentence.

**Friday**
*Administer assessment on quotation marks.

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**Spelling Lesson Plans**
Words with ee and ea

**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.

**Spelling list:** free, teach, teeth, please, beach, wheel, team, speak, sneeze, sheep, meaning, weave

**Monday:**
*Model the Sort page 64 in the TE Book- Use Smart Board I sent you
*Homework: Tic Tac Toe Spelling (Choose One)

**Tuesday:**
*Guess My Category on page 64 in the TE Book. Students will do this in their Word Study Journals.
*Homework: Tic Tac Toe Spelling (Choose One)
**Wednesday:**
* Word Hunt on page 65 in TE Book.
* Homework: Tic Tac Toe Spelling (Choose One)

**Thursday:**
* Speed Sort on page 65 in TE Book. Students will do this in their Word Study Journals.
* Give weekly spelling dictation test

**Writing Plans**
Jan. 14th – Jan. 18th, 2013

**Standards:**
**W.2.1** – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**W.2.5** – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**ORGANIZATION** from Traits Writing

**Monday**
Focus Lesson: Starting With a Bold Beginning (TE p. 86, 87)
The students will learn how to write a well-organized piece by exploring the concept of Starting With a Bold Beginning.
The students will draw a picture of something with a bold beginning.
The students will listen to and discuss Kevin Sherry’s I’m the Biggest Thing in the Ocean.

**Materials Needed:**
- introduction to Starting With a Bold Beginning (Traitspace: Student Handbook pg. 34-35)
- 6 Ways to Write a Bold Beginning
- a copy of I’m the Biggest Thing in the Ocean
- Starting with a Bold Beginning (Student Handbook, p. 36)

**Read-Aloud – I’m the Biggest Thing in the Ocean**

**Independent Writing**
Remind children that a swimming race starts off boldly, along with other things you brainstormed in the lesson. Ask them to turn to Starting With a Bold Beginning in the Student Handbook and draw a picture of something else that starts off boldly, such as a spaceship blasting off, people at the front of a roller coaster, or a child leading the way down a waterslide. Encourage children to
label their picture with a key phrase or sentence that describes their image of a bold beginning.

**Tuesday -**
Focus Lesson: Video Screening (Kevin Sherry on Writing) (TE pg. 88)
The students will review the organization of *I’m the Biggest Thing in the Ocean*
The students will watch a short interview with Kevin Sherry
They will learn how to start a personal narrative with a bold beginning
They will apply what they learn in their Student Handbooks
They will use commas correctly in the greeting and closing of a letter and when addressing an envelope

**Materials Needed:**
- copy of *I’m the Biggest Thing in the Ocean*
- Video clip of Kevin Sherry (Traitspace)
- All About Me *(Traitspace; Student Handbook, p. 37)*
- Punctuating Powerfully *(Student Handbook, p. 39)*
- The Conventions Song *(Traitspace; Student Handbook, p. 203)*

**Writing Project, Phase 1 – Starting the Personal Narrative (Student Handbook, p. 37)**
Conventions Focus – Punctuating Powerfully

1. Play Guess the Rule with the children. On the board or the projector, write:

   **This letter opening has it.** Dear Josh,
   **This letter opening doesn’t have it.** Dear Carlos
   **This letter closing has it.** Your friend, Carlos
   **This letter closing doesn’t have it.** Your friend Josh

2. Read aloud the examples. Ask: *What’s my rule?* Answer: Use a comma after an opening and in a closing before your name. Chorally reread the second and fourth lines and have children clap where each comma should go. Use editing marks to demonstrate how to add commas.

3. Project “The Conventions Song” and ask children to turn to it in their Student Handbooks as they sing along. Change the first line to include “commas.”

4. Have children write a thank-you note with a correctly punctuated greeting and closing on the Punctuating Powerfully page of the Student Handbook. Suggest that children write to a family member or friend for a
special event, present, or experience they shared.

**Wednesday**
Focus Lesson: Differentiated Small Groups (TE pg. 90,91)
- The students will receive a small-group lesson to meet their specific needs
- They will rotate through two independent activities to build understanding about creating a bold beginning

1. Project “The Organization Song” and sing it together. Show children the point in the lyrics where the bold beginning is addressed.
2. Post the three groupings of children for the day’s lessons: Group A (beginning); Group B (middle); Group C (high).
3. Explain the two independent activities they are expected to do when they are not working with you. (See page 91)
4. Start with Group A (beginning).

**Materials Needed:**
- The Organization Song (Traitspace; Student Handbook, p. 199)
- All About Me (Traitspace; Student Handbook, p. 37)
- 6 Ways to Write a Bold Beginning (Traitspace)
- Several personal narrative books and books with repeating text

**Thursday**
Focus Lesson: Writing Project, Phase2 (TE pg. 92, 93) – Developing the Personal Narrative
The students will review the benchmark paper and highlight its bold beginning.
The students will watch you model beginning a draft for a personal narrative.
They will begin their own personal narratives, using their All About Me sheets

**Materials Needed:**
- All About Me (Traitspace; Student Handbook, p. 37)
- My First Scoring Guide: Organization, Version A or B (Traitspace; Student Handbook, p. 184,185)
- Sentence strips with activities written on each one, such as “going to the zoo”; “playing a video game”; learning to ride a bicycle

**Hands-On Activity – Line Up!**
In groups of five to six, ask children to stand in a line facing the front of the classroom, according to one of these criteria: height (tallest to shortest), alphabetical order of first names, chronological order of birth months, or number of letters in their last names (fewest to greatest). Before they line up, have children predict who will be the “bold beginning.” After they’re lined up, have them confirm their prediction. Were they correct? Continue playing the game using different criteria that you or the children supply, predicting who will be the bold beginning each time.

**Friday**

Focus Lesson: Writing Project, Phase 3 – Finishing the Personal Narrative (TE pg. 94, 95)
- The students will complete their drafts from Day 4.
- The student will revise and edit their drafts
- They will write final versions of their personal narratives
- They will illustrate their stories
- They will exchange a conventions check with a partner
- The students will reflect on what they’ve learned about bold beginnings

Materials Needed:
- Children’s drafts from Day 4
- Writing paper, construction or colored drawing paper, markers, crayons, stapler
- Punctuating Powerfully (Student Handbook, p. 39)

Whole-Class Reflection

Gather the children together. Have them share with their classmates what they’ve learned, focusing on the central question: “How have I become a better writer as a result of this week’s work?” Chart ideas that can be applied to future work.

**Social Studies Plans Second Grade**

**January 14 - 18, 2013**

**Standard 2-3:** The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.

**Enduring Understanding** -

People’s choices affect the types of goods and services that are produced as well as the price of those goods and services. To understand the role that choice plays in the American economy, the student will utilize the knowledge and skills set forth in the following indicators:
Indicators

2-3.1 - Summarize the role of community workers who provide goods and services.

2-3.2 - Explain how people’s choices about what to buy will determine the goods and services that are produced.

2-3.3 - Explain ways that people may obtain goods and services that they do not produce, including the use of barter and money.

2-3.4 - Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing.

2-3.5 - Explain the effects of supply and demand on the price of goods and services.

Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.
- Understand that people make choices based on the scarcity of resources.
- Explain the importance of jobs in the fulfillment of personal and social goals.

Monday: (1-3 are from Friday if time ran out last week)

1. Discuss “goods” and how they are produced for consumers to purchase.
2. Read pages 120 – 123 on “How T-shirts” are produced.
3. Watch Streamline video – “Production Workers: And the Goods they Make.” (17:06)
4. If #3 was watched last week, then watch “Service Workers: and the Services they Provide” (17:00). This will help with the home project on community workers.
5. Use “Goods and Services” SMARTBoard lesson which was e-mailed last Wed.
6. Complete workbook page 29 if not completed last Friday.
7. Send home the “bartering” note that will take place on Friday.

Tuesday: (2 day activity)

1. The teacher will distribute sales papers to groups of 4 students.
2. Students will discuss with their group members and circle items in the advertisements that would be considered “needs” and draw a box around items that would be considered “wants” (You may choose to have them use two different crayon colors for Needs and Wants.
3. Explain that each group has $50.00 they can spend for the week. (You may give out calculators if desired.)
4. The students will cut out the needs and wants and make a T chart poster to show how they would spend the $50.00.
Wednesday:

Continued from Tuesday...
1. Let students return to their groups from Tuesday and put the finishing touches on their group posters of “needs and wants”
2. Let each group share their “purchases” and why they decided on the items they bought. Discuss if the items were needed to live or wanted for convenience.
   TTW grade each group’s poster for a participation class work grade.
3. Give the “Needs and Wants” sorting sheet as an individual minor assessment.

Thursday:

1. Talk with students about their experiences with money. Review vocabulary.
2. Read and discuss pages 126-131, “A Trip to the Bank” and “Read a Pie Chart”
3. Assist St. on completing workbook pages 31-32.
4. Remind students that we will “set Up a Trading Post” on Friday. A note was sent home on Monday concerning this activity. A description of the activity is located on the bottom of page 139a in the t.ed.

Friday:

1. Set up the trading post as described on t.ed. page 139a.
2. Let each child write a description of the item they brought to trade on an index card.
3. Let students have time to review the goods that are displayed at the trading post.
4. Let the students take turns proposing their trades. Let “trading partners” work out the deals of the trade.

5. Leveled Readers: (if available)
   Below Level: Who Does It?
   On Level: Buyers Need Sellers, Sellers Need Buyers
   Challenge: The Consumer-Producer Connection
Math Lesson Plans
January 14-18th 2013

Common Core Standards:

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.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.

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations

Monday: Problems with Hidden Information Math Expression TE 247-252

1. Students will complete Quick Quiz 1 for a minor assessment grade
2. Complete SMARTBoard Lesson with Students
   a. Introduce problems with hidden information- TE pg. 248
      i. Math Talk included in Smartboard
      ii. Special note in TE about Research Information
   b. Other hidden information problems include the idea that there is more than one way to solve a problem. Be sure to include multiple explanations for common core coverage.
   c. Complete pages 113-114 for classwork (graded) if time permits.
   d. Homework and Remembering page 71 -72

Tuesday and Wednesday: Two Step Story Problems Math Expression TE 253-258

* It is important to model how to solve multi step problems. Encourage the students to use the whitespace on their paper for scratch work: ( Scratch work is a Math Teacher’s Artwork). Model how to circle and highlight important information in the story. There is a four square method that I will put in the SMARTBoard Lesson. This lesson will probably take two days.

1) Use SMARTBoard Lesson to Review the 4 Square method of Problem Solving
2) Model Solving Two-Step Story Problems using Student Activity Book pg. 115
   a. Problems included in Smartboard Lesson
   b. Math Talk from TE 255 included
3) Model Choosing a Reasonable Answer
a. Problems from Student Activity Book page 116 are included in SMARTBoard Lesson
4) Homework and Remembering for Classwork and Daily Grade- page 73-74

There are some other homework and remembering pages that we have skipped you can send them home if you like or use Super Teacher worksheet that I send you.

Thursday: Strategies Using Doubles Math Expressions TE 259-266

1) Allow student to work with addition flash cards.
   a. Also can use Ipads for a small group.
2) Complete SMARTBoard Lesson
   a. You may complete Student Activity Book pages together as a class or let the students complete them individually. Either way they are included in the SMARTBoard Lesson.
3) Homework and Remembering pages 75-76

Friday: Mixed Review

1) Complete SMARTBoard Lesson
   a. Problems from Student Activity Book pages 119-120 are included in the lesson
   b. Have students show their work on their Student Whiteboards.
   c. Choose a few students to explain their thinking for each question

Monday: Mixed Review

1) Complete SMARTBoard Lesson
   a. Have students show their work on their Student Whiteboards.
   b. Choose a few students to explain their thinking for each question

Tuesday: Mid-Unit Assessment