

**Andrews' Lesson Plans**  
**2<sup>nd</sup> Grade**  
**November 30 – December 4, 2015**  
*Music of the Stone Age*

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

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p>Success Maker Math</p> <p>CGI Problem CC.2.OA.2 Facts Drill CC.2.OA.2</p>	<p>IXL Math Obj. H.1 Subtracting Multiples of Ten</p> <p>CGI Problem CC.2.OA.2 Facts Drill CC.2.OA.2</p>	<p>CGI Problem CC.2.OA.2 Facts Drill CC.2.OA.2</p>	<p>Success Maker Math</p> <p>CGI Problem CC.2.OA.2 Facts Drill CC.2.OA.2</p>	<p>Accelerated Math Obj. #30 Use an Open Sentence to Represent a 1-step Situation</p> <p>CGI Problem CC.2.OA.2 Facts Drill CC.2.OA.2</p>
<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>Subtracting 2-digit Numbers Without Regrouping- Horizontal and Vertical Format</p> <p>Use place value disks. Subtract by composing and decomposing numbers. Practice whole group on marker boards. Do KB Teachers handout independently. CC.2.NBT.5 CC.2.NBT.9</p>	<p>Funny Numbers (Greg Tang) Use place value disks to learn how to compose and decompose numbers to prepare for regrouping. Practice writing funny numbers on marker boards during whole group. Do handout on writing funny numbers independently.</p>	<p>Skill: Subtracting 2-digit Numbers with Regrouping- Horizontal Format. Use Funny Numbers to compose and decompose numbers to subtract 2-digit numbers. Practice in whole group using marker boards. Do KB Teacher handout independently.  CC.2.NBT.5 CC.2.NBT.9</p>	<p>Accelerated Math Obj. # 26, 28 Subtract a 1 or 2 digit number from a 2 digit Number w/wo Regrouping</p> <p>Lesson 6.2 Recording Subtraction Workbook p. 213-214 online together. Do PM, AR Math 6-2 independently.  CC.2.NBT.5 CC.2.NBT.9</p>	<p>Lesson 6.3 Subtracting 2-digit Numbers from 2-digit Numbers Do Lake Shore Interactive activities. Do workbook p. 216-216 in whole group online together. Independently do PM, AR Math 6-3.  CC.2.NBT.5 CC.2.NBT.9</p>
*****	<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><b>Introduce Vocabulary</b> using digital glossary ConnectEd.com workbook p. 139 Read <i>Music of the Stone Age</i> p. 392-395</p> <p>Vocabulary p. 139 and reproducible p. 139</p> <p>Guided Group-On-Level <i>Sounds All Around</i> Running Records CC.2.R.F.4,a,b</p>	<p><b>Comprehension: Author's Purpose</b> Complete Author's Purpose Chart together on p. 141</p> <p>Independently complete p. 142 and reproducible p. 142</p> <p>Guided Group-Approachable <i>Sounds All Around</i> Running Records CC.2.R.F.4,a,b</p> <p>Homework: Reading</p>	<p>Computer Lab Success Maker Reading 10:10-10:45</p>	<p><b>Study Skill: Choosing Research Materials</b> workbook p. 146 together</p> <p>Independently complete reproducible p. 146, 112</p> <p>Guided Reading Group-Beyond <i>Sounds All Around</i> Running Records CC.2.R.F.4,a,b</p>	<p>Listen to on CD (Treasures)<i>Music of the Stone Age</i> CC.2.R.L.7</p> <p>Do weekly selection test</p> <p>Reading Comprehension: <i>Learn to Draw</i> CC.2.R.I.1</p>

<b>Dictionary Skill</b> <i>Word for the Day</i> CC.2.L.2e CC.2.L.4e	Comprehension <i>A Symbol of Hope</i> CC.2.R.I.1			
<b>SPELLING</b>	<b>SPELLING</b>	<b>SPELLING</b>	<b>SPELLING</b>	<b>SPELLING</b>

<p><i>Spelling</i> Objectives Spell words with r-controlled <i>ar</i> Identify spelling patterns T. 389E</p> <p>Introduce words with r-controlled <i>ar</i> part, start, park, farm, dark, art, hard, far, are, large, near, where, heavy, region, system</p> <p><i>Phonics/Spelling</i> word sort pretest of r-controlled <i>ar</i> words</p>	<p><i>Phonemic Awareness</i> Phoneme Deletion and Substitution T. 389B, 391F, 399G Objectives *Delete/Substitute phonemes from words with r-controlled vowel/ar/ *Recognize change in a word when a phoneme is removed T. 389B, 391F, 399G</p> <p>Spelling p. 50</p>	<p><i>Phonemic Awareness</i> Phoneme Addition Objectives *Make a new word by adding a phoneme to an existing word *Recognize the change in a word when a phoneme is added T. 395E</p> <p>Spelling p. 51</p>	<p>Review for Posttests</p> <p>Sparkle SpellingCity.com</p>	<p>Posttests T. 399I</p> <p>C.2.R.F.3,b,e CC.2.L.2d</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><b>Unit 3</b> <i>Present-Tense Verbs</i> <i>Adding s or es to Verbs</i> text p. 172-173 watch connectEd video Inflectional endings -s, -es <a href="http://connected.mcgraw-hill.com/media/repository/protected_content/COMPOUND/50000024/78/21/phonics_launch.html?stateCode=AR">http://connected.mcgraw-hill.com/media/repository/protected_content/COMPOUND/50000024/78/21/phonics_launch.html?stateCode=AR</a> Action Verb Center</p>	<p><i>Present-Tense Verbs</i> <i>Adding s or es to Verbs</i> wb. 41, 42</p> <p>CC.2.L.1 CC.2.L.3</p>	<p><b>Vocabulary Strategy- Multiple Meaning</b> Words p. 144 and reproducible p. 144 Multiple Meaning Words supplemental handout</p> <p>Comprehension: Fiction and Nonfiction p. 148 and reproducible p. 148</p>	<p><b>Combining Sentences with Verbs</b> text p. 174-175 wb. p. 43</p> <p>CC.2.L.1 CC.2.L.3</p>	<p>Edit and publish Santa Letters</p>

activity CC.2.L.1 CC.2.L.3				
<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 Smith	Library Ketchum	PE Setzer
<b>Social Studies 1:20-1:55</b> <i>Lesson 4 Our Country's Flag</i> read text p. 138-141 workbook p. 37  Watch Discovery Education's <i>Old Glory</i>  Listen to the Star <i>Spangled Banner</i>	<b>Social Studies 1:20-1:55</b> <i>Unit 5 Discovering Our Past</i>  Begin reading and discussing Colonial America packet  Homework: <i>The Oregon Trail</i>	<b>Social Studies 1:20-1:55</b>  Early Dismissal	<b>Social Studies 1:20-1:55</b>  Continue reading Colonial America packet	<b>Social Studies 1:20-1:55</b>  Computer Lab Success Maker Reading
<b>Recess 1:55-2:05 Duty</b>	<b>Recess 1:55-2:05 No Duty</b>	<b>Recess 1:55-2:05 Duty</b>	<b>Recess 1:55-2:05 Duty</b>	<b>Recess 1:55-2:05 No Duty</b>
<b>Handwriting 2:10-2:35</b>  cursive s	<b>Handwriting 2:10-2:35</b>  cursive r	<b>Handwriting 2:10-2:35</b>  Early Dismissal	<b>Handwriting 2:10-2:35</b>  cursive f	<b>Handwriting 2:10-2:35</b>  cursive
<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