



Monday 08/29/2022	Tuesday 08/30/2022	Wednesday 08/31/2022	Thursday 09/01/2022	Friday 09/02/2022
Planning Day - No School	2022-2023 8:20am - 3:30pm	2022-2023 8:20am - 3:30pm	2022-2023 8:20am - 2:45pm	2022-2023 8:20am - 3:30pm
	Morning Meeting 8:20am - 8:35am	Morning Meeting 8:20am - 8:35am	Morning Meeting 8:20am - 8:35am	Morning Meeting 8:20am - 8:35am
	ELA 8:35am - 10:15am	ELA 8:35am - 10:15am	ELA 8:35am - 10:15am	ELA 8:35am - 10:15am
	Arthur's Back to School Day	Arthur's Back to School Day	Arthur's Back to School Day	Arthur's Back to School Day
	Full plan found here: http://access.openupresource.org/curricula/bookworms/grade-2/shared-reading-lesson-plan/unit-1-week-1.htm !	Full plan found here: http://access.openupresource.org/curricula/bookworms/grade-2/shared-reading-lesson-plan/unit-1-week-1.htm !	Full plan found here: http://access.openupresource.org/curricula/bookworms/grade-2/shared-reading-lesson-plan/unit-1-week-1.htm !	Full plan found here: http://access.openupresource.org/curricula/bookworms/grade-2/shared-reading-lesson-plan/unit-1-week-1.htm !
	Week 1 Day 1: Arthur's Back to School Day Word Study from word list provided which correlates with the words from the book. Highlight vocabulary: prepare " Today we will learn the word <i>prepare</i> . What word? <i>Prepare</i> is a verb that means to get ready. You can prepare for a game by practicing. Your parents can prepare a meal for the family. You can prepare for a	Week 1 Day 2: Arthur's Back to School Day Word Study from word list provided which correlates with the words from the book. Highlight vocabulary: complicated. Today we will learn the word <i>complicated</i> . What word? <i>Complicated</i> is an adjective that means hard to understand. It also means that something has lots of parts. Sometimes a	Week 1 Day 3: Arthur's Back to School Day Word Study from word list provided which correlates with the words from the book. Highlight vocabulary: focus. <i>Focus</i> is a verb that means to think about carefully. When adults drive, they have to focus on the road. You have to focus when you write in your journals. Yesterday we focused on the problem in our	Week 1 Day 4: Arthur's Back to School Day Word Study from word list provided which correlates with the words from the book. Highlight vocabulary: disappointed. <i>Disappointe</i> <i>d</i> is an adjective that means feeling sad because you didn't do or get something you wanted. You might be disappointed when your team loses a game. I was disappointed when I



spelling test by studying. *Prepare* means to get ready." Choral Read page 5-9

Writing Assignment:
1. Writing sort for word study words
2. What did you do to *prepare* for the new school year?

Read Aloud: Full lesson found here: <http://access.openupresources.org/curricula/bookworms/grade-2/ela-lesson-plan/unit-1-week-1.html>

Personal Narrative Writing Prompt: Today I am going to ask you to plan and write a story on your own. In this story, you will tell the reader about something that happened to you. It could be a story about something that happened to you at home or at school or anywhere. Think about all the things that happened. Then you can plan what you want to write. When you've finished

recipe is complicated. It is hard to make. A story can be complicated if there are a lot of events. Your day can get complicated if unexpected things happen. *Complicated* means hard to understand. Choral Read page 10-17

Writing Assignment:
1. Write two sentences. Use two of your word study words in each.
2. How did the first day of school get *complicated* for the friends? How do you think they felt?

Read Aloud: Full lesson found here: <http://access.openupresources.org/curricula/bookworms/grade-2/ela-lesson-plan/unit-1-week-1.html>

story. *FOCUS* means to think about carefully. Choral Read page 20-29

Writing Assignment:
1. Write two sentences. Use two of your word study words in each.
2. If you had to teach a new student about bus safety rules, what would be your focus?

Read Aloud: Full lesson found here: <http://access.openupresources.org/curricula/bookworms/grade-2/ela-lesson-plan/unit-1-week-1.html>

burnt my rolls in the oven. Your family might be disappointed if you don't follow our class rules. *Disappointed* means feeling sad because you didn't do or get something you wanted. Choral Read page 30-39

Writing Assignment:
1. Practice your word study test with your partner.
2. How do you think the lunch boxes got switched?

Read Aloud: Full lesson found here: <http://access.openupresources.org/curricula/bookworms/grade-2/ela-lesson-plan/unit-1-week-1.html>



the plan, you can start writing the story.

Spelling: Words there Way

Standards

2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

2.RL.3 Describe how characters in a story respond to

[s.openupresource.org/curricula/bookworms/grade-2/ela-lesson-plan/unit-1-week-1.html](https://www.openupresource.org/curricula/bookworms/grade-2/ela-lesson-plan/unit-1-week-1.html)

Personal Narrative Writing Prompt: Look through different examples then come back together. The class will come back together as a whole group. Students will share why they think the texts are or are not narrative examples.

Spelling: Words there Way

Standards

2.L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RL.2 Recount stories, including

Learning to Evaluate Narratives Writing Prompt: Go through narratives checklist and evaluate another student's narrative using the checklist.

Spelling: Words there Way

Standards

2.L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

2.RF.3a Distinguish long and short vowels when reading

[bookworms/grade-2/ela-lesson-plan/unit-1-week-1.html](https://www.bookworms.org/grade-2/ela-lesson-plan/unit-1-week-1.html)

Learning to Evaluate Narratives Writing Prompt: Fill in narrative writing graphic organizer found at website above.

Spelling: Words there Way Spelling Test Day

Standards

2.L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RL.3 Describe how characters in a story respond to major events and challenges.

2.RL.5 Describe the overall structure of a story, including describing how the



major events and challenges.

2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.SL.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others.

2.W.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.

Recess 10:15am - 10:30am

Counseling 10:30am - 11:00am

fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Recess 10:15am - 10:30am

Math 10:30am - 11:50am

First Grade Math Review

Lunch and Recess 11:53am - 12:35pm

regularly spelled one-syllable words.

2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.W.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.

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**Writers Workshop 12:35pm - 1:00pm
Stem Team building**

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2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

2.W.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.

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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First Grade Math Review

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Math 11:00am - 11:50am
Class Pledge

Lunch and Recess 11:53am - 12:35pm

Writers Workshop 12:35pm - 1:00pm
Stem Team building

Stem/Prep 1:00pm - 1:45pm

Recess 1:45pm - 2:00pm

Social Studies/ Science 2:00pm - 3:30pm
Writing and Craft Project The Day You Begin

Writers Workshop 12:35pm - 1:00pm
Stem Team building

Social Studies/ Science 1:00pm - 1:45pm

Writing and Craft Project The Day You Begin

Recess 1:45pm - 2:00pm

Library/Prep 2:00pm - 2:45pm

Art/Prep 1:00pm - 1:45pm

Social Studies/ Science 2:00pm - 2:45pm

Writing and Craft Project The Day You Begin

Social Studies/ Science 1:00pm - 1:45pm

Writing and Craft Project The Day You Begin

Recess 1:45pm - 2:00pm

PE/Prep 2:00pm - 2:45pm