Reading Mini-Lesson Plans
Charlesworth, Cochran, Lambright, Wimmer
Week: February 11-15

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

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, settings, or plot.

RI.2.1 Ask and answer such questions as who, what, when, why, and how to demonstrate understanding of key details in a text.

Monday:
Journeys: Story: Luke Goes to Bat Skill: Sequence of Events

Vocabulary: practice, hurried, position, roared, extra, curb, cheered, final

1. Introduce Vocabulary Cards using the SMARTboard and/or Vocabulary Cards

2. Read “Tiger Wood: Superstar in Golf and Life” found on T110-T111. (Part of it is on Projectable 17.1) Look on page 73 in the CLL for directions for the mini-lesson.

3. Complete vocabulary sentences

Tuesday:
Journeys: Story: Luke Goes to Bat Skill: Sequence of Events

Vocabulary: practice, hurried, position, roared, extra, curb, cheered, final

1. Read Luke Goes to Bat. Complete Projectable 17.5 together after reading the story. (Look on page 72 in the CLL for mini-lesson directions.)

2. Do one of the vocabulary activities from pages 134-135 in the Word Study book. (You choose....There are 5 to choose from.)

3. Introduce the skill by completing projectable 17.4.

**Wednesday:**

**Journeys:**  
Story: *Luke Goes to Bat*  
Skill: Sequence of Events

Vocabulary: practice, hurried, position, roared, extra, curb, cheered, final

1. Students will partner read *Luke Goes to Bat* to practice fluency.

2. Complete Projectable 17.8 together as a class. Students will need to reference the book to complete it.


**Thursday:**

**Journeys:**  
Story: *Luke Goes to Bat*  
Skill: Sequence of Events

Vocabulary: practice, hurried, position, roared, extra, curb, cheered, final

1. Students will take the assessment on sequence of events.

---

**Grammar Lesson Plans**  
**Week: February 11-15**  
**Subject-Verb Agreement**

Standards:

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

L.2.2d Generalize learned spelling patterns when writing words.

**Monday:**

Use subject-verb agreement with pronouns.

*Display Projectable 17.2. Remind children that a verb names the action in a sentence. The subject tells who or what does the action.  
*Remind children that a pronoun can replace the subject of a sentence. Explain that it is important to use the right form of a verb when using pronouns in a sentence.  
*Model using the correct verb ending with a pronoun for these example sentences:  
*He (throw/throws) the ball. She (run/runs) to the base.  
Complete other examples on Projectable 17.2.  
*Have students complete page 17 in the practice book.
**Tuesday:**
Use subject-verb agreement.

*Display projectable 17.6. Remind children that if the pronoun he, she, or it comes before a verb that tells about now, you add –s.
*Tell children that you add –es to verbs that end with s, sh, ch, tch, or x.
*Point out that the subject-verb agreement in the example sentences: *He plashes in the water. They splash in the water.*
*Complete other examples on Projectable 17.6 with children.

Students will complete page 21 in the practice book.

**Wednesday-**
Identify the correct homophones.

*Remind children that they have learned how to make verbs match pronouns in sentences. Explain to children that sometimes people confuse words that sound alike.
*Say their, they’re, and there. Then write and read these sentences. *Their team won. They’re the best players. I see them over there.* Underline their, they’re, and there. Are these the same words?
*Then write and read these sentences: *Your team won. You’re the best player.*
*Write these sentences on the board: *Is that (your, you’re) book? The book is over (their, there). (There, They’re) reading together.*
*Children will complete page 26 in the practice took.

**Thursday-**
*Administer assessment on subject-verb agreement

---

**Spelling Lesson Plans**  
**Week: February 11-15**  
Long i (i, igh, y)

**Standards:**
RF2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3c Decode regularly spelled two-syllable words with long vowels.

**Words:** night, kind, spy, child, light, find, right, high, wild, July, fry, sign
Monday:
*Model the Sort page 72 in the TE Book- Use Smart Board I sent you
*Homework: Tic Tac Toe Spelling (Choose One)

Tuesday:
*Guess My Category page 72 in the TE Book
*Homework: Tic Tac Toe Spelling (Choose One)

Wednesday:
*Word Hunt on page 73 in the TE Book. Students will do this in their Word Study Journals.
*Homework: Tic Tac Toe Spelling (Choose One)

Thursday:
*Give Spelling Assessment.

Writing Plans
Feb. 11th – Feb. 15th, 2013
Charlesworth, Cochran, Lambright, Wimmer

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.

**WORD CHOICE** from Traits Writing (Con’t from last week)

**Monday and Tuesday** -
Focus Lesson: Choosing Zippy Verbs (TE p.112, 113)

The students will learn the basics of Word Choice through Choosing Zippy Verbs.

The students will list zippy verbs to use in their writing on Valentine’s Day and in their letters.
**Materials Needed:**
- a selection of books on Valentine’s Day
- copy of writing sample; I Give My Heart To..., Writing a Letter to Someone they Love

**Independent Writing**

Ask children to write about Valentine’s in a zippy way, using verbs to describe those actions and feelings. The students will continue to work on their Valentine’s Day writing to a loved one using a letter format.

**Conventions Focus – Capitalizing Correctly and Punctuating Focus**

**Wednesday and Thursday –**

Focus Lesson: Choosing Zippy Verbs (TE p.112, 113)

The students will learn the basics of Word Choice through Choosing Zippy Verbs.

The students will list zippy verbs to use in their writing on President’s Day.

The students will incorporate zippy verbs in their President’s Day writing.

**Materials Needed:**
- a selection of books on the President’s; George Washington and Abraham Lincoln
- copy of writing sample; If I Were President...
- activities on the compare and contrast of each President

**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**  
**February 11-15, 2013**  
**Charlesworth, Cochran, Lambright, Wimmer**

**Standard 2-4:** The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.

**Enduring Understanding**  
Diverse cultures have contributed to our nation’s heritage. To understand cultural differences and appreciate diverse ideals and values within his or her community, the student will...

**2-4.1** - Recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature.

**2-4.2** - Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.

**2-4.3** - Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.

**2-4.4** - Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.

**(Review) 2-2.4** Explain the role of elected leaders, including mayor, governor, and president

**Leveled Readers:** These may be used in reading groups or in centers.
- Below Level: Abraham Lincoln
- On Level: Abraham Lincoln – Our 16th President
- Challenge: Abraham Lincoln, Great Man, Great Words

**Monday:**
1. Read and discuss together pp. 230 – 233, “We Remember Americans.”
2. Discuss the Americans mentioned: (Additional books may be read if you choose)
   a. Frederick Douglas
   b. Harriett Tubman
   c. Abraham Lincoln
   d. Jackie Robinson
3. Complete workbook page 57 together.
4. If time, watch the Brainpop lesson on “Frederick Douglas.”

**Tuesday:**
1. Review that the United States was once 13 colonies ruled by the King of England. (300 years ago)
2. Review also from last week, how colonists desired freedom from England and citizens from each colony met in Philadelphia at the Second Continental Convention. Members signed the Declaration of Independence on July 4, 1776.

3. This began an eight year long fight with Great Britain, (Revolutionary War), in which George Washington served as Commander In Chief of the armed forces.

4. After long years at war the colonies became independent from England, and later George Washington was elected as the first U.S. president.

5. Watch the Animated Hero Classics – President George Washington (download from United Streaming) 29:20

6. Students can complete a George Washington booklet shaped like a quarter. (This may be used as morning review work if time is short.)

**Wednesday:**


2. Watch United Streaming video “Animated Hero Classics: President Abraham Lincoln.” (29 minutes)

3. Students will complete a booklet about Lincoln in the shape of a penny. (Or, students may complete it for morning work.)

**Thursday:**

1. Remind students that Monday February 18th is “Presidents’ Day.”

2. Complete Scholastic News Vol. 69 # 5 on “Hats Off for Presidents’ Day.”

3. Give a “pop” quiz on facts about Presidents Washington and Lincoln for a minor assessment.

**Friday:** Staff Development ----Comp Day for teachers ---No school for students

Math Lesson Plans
Charlesworth, Cochran, Lambright, Wimmer
February 11th- 14th

**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**: Addition of two- four two digit numbers

1) The teacher will complete practice with addition
   a. The teacher may choose to use previously used SMARTBoard Lessons
   b. The teacher may choose to use worksheets form MyMath, Math Expressions or envision Math
   c. The teacher may choose to use whiteboards as a way to observe students thinking

Homework: Unit Review Due Wednesday (parent signature is an extra 3 points on test)

**Tuesday**: Addition of two- four two digit numbers

1) The teacher will complete practice with addition
   a. The teacher may choose to use previously used SMARTBoard Lessons
   b. The teacher may choose to use worksheets form MyMath, Math Expressions or envision Math
   c. The teacher may choose to use whiteboards as a way to observe students thinking

**Wednesday**: Addition to 100 Assessments

Be sure to review over the assessment to make sure that you and your students are comfortable with the information.

**Thursday**: Valentine’s Candy Heart Activity Booklet

   Materials Needed: Booklet, Box of Candy Heart’s Per Student

   1) The teacher will explain how to complete the activity.
   2) The students will complete all parts of the activity
   3) When the students have completed the activity they may eat the candy hearts.

**Friday**: Staff Development (Comp day for teachers)