

Editable Weekly Plan: Grade 2 Module 2

How to Use this Editable Weekly Plan

- Review each week's plan, focusing on the non-shaded priority instruction and the skills tested on Spelling Assessments, Weekly Assessments, and Module Assessments (indicated with an asterisk*). The portions of the lesson shaded in gray are lower priority.
- Based on your class schedule and student needs, decide which elements of the lesson you will use during your whole-class instruction. Edit the planner as needed.
- For Foundational Skills, the *Lesson Slides: Foundational Skills* are recommended as the main vehicle for instruction. You will also find similar instruction in your Teacher's Guide. Please note that the Warm-Up Routines are only featured in the lesson slides.
- Because daily writing opportunities are embedded in the Reading lessons as response to reading, some of the Writing Workshop lessons are lower priority.
- If you have a separate block for Writing, consider using the Writing Workshop lessons during that time.

Small Group Considerations

- As you work with your students during whole-class instruction, note areas where they need additional teacher-led instruction.
 - If students need additional direct instruction in comprehension skills and strategies, utilize the *Tabletop Minilessons: Reading*.
 - If students need additional direct instruction in foundational skills, utilize the *Start Right Readers* and/or the *Blending Board*.
 - If students need targeted instruction in foundational skills, utilize *Foundational Skills and Word Study Studio*.
 - If students need English language development, utilize *Tabletop Minilessons: English Language Development*.
- While you are working with a small group, provide additional practice opportunities and/or centers for the rest of the class.
 - If students need independent practice with vocabulary, utilize *Vocabulary Interactive Practice*.
 - If students need additional practice in specific comprehension skills and strategies, utilize the *Read and Respond Journal*.
 - If students need independent practice with foundational skills, utilize the *Phonics Interactive Practice*.

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Grade 2 Module 2 Week 1				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Module Launch pp. T204–T205	Warm-Up Routines: Isolating Phonemes, Blending Phonemes, Blending Syllables High-Frequency Words Phonological Awareness: Segment, Count Phonemes Phonics: Long <i>o</i> , <i>e</i> , <i>u</i> (CV, VCe) Lesson Slides: Look Around and Explore: Week 1, Lesson 2	Warm-Up Routines: Segmenting Phonemes, Changing Phonemes, Deleting Phonemes High-Frequency Words Phonological Awareness: Isolate Vowel Phonemes Fluency: Phrasing Phonics: Review Long Vowels (VCe) Lesson Slides: Look Around and Explore: Week 1, Lesson 3	Warm-Up Routines: Segmenting Phonemes, Changing Phonemes, Blending Phonemes High-Frequency Words Phonological Awareness: Isolate Vowel Phonemes Phonics Review: Long <i>o</i> , <i>e</i> , <i>u</i> (CV, VCe) Lesson Slides: Look Around and Explore: Week 1, Lesson 4	Warm-Up Routines: Changing Phonemes, Blending Phonemes, Adding Phonemes High-Frequency Words Phonological Awareness: Teacher's Choice Spelling*: Long <i>o</i> , <i>e</i> , <i>u</i> (CV, VCe) Lesson Slides: Look Around and Explore: Week 1, Lesson 5
Foundational Skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Warm-Up Routines: Isolating Phonemes, Blending Phonemes, Blending Syllables High-Frequency Words Phonological Awareness: Segment, Count Phonemes Phonics: Long <i>o</i> , <i>e</i> , <i>u</i> (CV, VCe) Spelling*: Long <i>o</i> , <i>e</i> , <i>u</i> (CV, VCe) Handwriting: Lowercase <i>k</i> , <i>v</i> , <i>w</i> , <i>x</i> , <i>y</i> , and <i>z</i> Lesson Slides: Look Around and Explore: Week 1, Lesson 1	Academic Vocabulary pp. T222–T223	Academic Vocabulary pp. T232–T233	Review Power Words p. T240 Generative Vocabulary* Suffixes –er, –est p. T241	Vocabulary Strategy* Synonyms pp. T248–T249

Grade 2 Module 2 Week 1, continued				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Reading	Reading	Reading	Reading	Reading
Author's Purpose* pp. T214–T215 <i>What's the Matter?</i> <i>myBook</i> pp. 98–99	Central Idea pp. T224–T225 <i>The Important Book</i> (Read Aloud Book)	Make Inferences pp. T234–T235 <i>Many Kinds of Matter</i> <i>myBook</i> pp. 100–119	Content-Area Words* pp. T242–T243 <i>Many Kinds of Matter</i> <i>myBook</i> pp. 100–121	Research pp. T250–T251
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Descriptive Essay* Priming the Students p. W18	Descriptive Essay* Priming the Text p. W19	Descriptive Essay* The Read p. W20	Descriptive Essay* Vocabulary p. W21	Descriptive Essay* Prewriting I: Preparing to Write p. W22
Grammar: Nouns for People and Animals* p. W224	Grammar: Nouns for Places and Things* p. W225	Grammar: Nouns for People, Animals, Places, and Things* p. W226	Grammar: Review Kinds of Sentences p. W207	Grammar: Connect to Writing: Using Nouns* p. W228

Grade 2 Module 2 Week 1	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>The Lone Cat</i>, pp. T212–T213, pp. T220–T221, p. T227 <i>Cat Has a Pal</i>, pp. T230–T231, pp. T238–T239 - Blending Board - Foundational Skills and Word Study Studio - Phonemic Awareness: Isolate Medial Sound (Session 45) - Phonemic Awareness: Segment Phonemes (Session 51) - Phonics: Review: Words with Long <i>o</i>, Long <i>u</i>, Long <i>e</i> (Session 241) - Phonics: Base Words with Endings <i>-er</i>, <i>-est</i> (Session 289)	Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>Many Kinds of Matter</i> - Generative Vocabulary: Suffixes <i>-er</i>, <i>-est</i> - Vocabulary Strategy: Synonyms Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 38: Select a Topic 12: Author's Purpose 14: Content-Area Words 6: Make Inferences 13: Central Idea - Read and Respond Journal <i>Best Friends</i> (Make Inferences, Main Idea and Details) Support English Language Development - Tabletop Minilessons: English Language Development 4.1–4.3: Classify Literacy Centers , pp. T202–T203

Grade 2 Module 2 Week 2				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Warm-Up Routines: Segmenting Phonemes, Changing Phonemes, Blending Phonemes High-Frequency Words Phonological Awareness: Isolate Vowel Phonemes Phonics: Short and Long Vowels (CVC, VCe) Spelling*: Short and Long Vowels (CVC, VCe) Handwriting: Lowercase <i>b</i> , <i>h</i> , <i>p</i> , and <i>u</i> Lesson Slides: Look Around and Explore: Week 2, Lesson 6	Warm-Up Routines: Blending Phonemes, Adding Phonemes, Deleting Phonemes High-Frequency Words Phonological Awareness: Isolate Vowel Phonemes Phonics: Short and Long Vowels (CVC, VCe) Lesson Slides: Look Around and Explore: Week 2, Lesson 7	Warm-Up Routines: Segmenting Syllables, Adding Syllables, Deleting Syllables High-Frequency Words Phonological Awareness: Blend Syllables Fluency: Intonation Phonics*: Suffixes <i>-er</i> , <i>-est</i> Lesson Slides: Look Around and Explore: Week 2, Lesson 8	Warm-Up Routines: Segmenting Syllables, Segmenting Phonemes, Deleting Syllables High-Frequency Words Phonological Awareness: Blend Syllables Phonics Review: Short and Long Vowels (CVC, VCe); Suffixes <i>-er</i> , <i>-est</i> Lesson Slides: Look Around and Explore: Week 2, Lesson 9	Warm-Up Routines: Adding Syllables, Deleting Syllables, Changing Phonemes High-Frequency Words Phonological Awareness: Teacher's Choice Spelling: Short and Long Vowels (CVC, VCe) Lesson Slides: Look Around and Explore: Week 2, Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Vocabulary pp. T268–T269	Introduce Power Words pp. T278–T279	Review Power Words pp. T288–T289	Generative Vocabulary* Inflections <i>-s</i> , <i>-es</i> pp. T296–T297	Review Power Words pp. T304–T305
Reading	Reading	Reading	Reading	Reading
Setting pp. T370–T371 <i>It's Only Stanley</i> (Read Aloud Book)	Make Connections pp. T280–T281 <i>The Great Fuzz Frenzy</i> myBook pp. 122–155	Connect Text and Visuals* pp. T290–T291 <i>The Great Fuzz Frenzy</i> myBook pp. 122–157	Create Mental Images pp. T298–T299 <i>Water Rolls, Water Rises</i> myBook pp. 158–177	Elements of Poetry* pp. T306–T307 <i>Water Rolls, Water Rises</i> myBook pp. 158–179

Grade 2 Module 2 Week 2, continued				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Descriptive Essay* Prewriting II: Identifying the Topic p. W23	Descriptive Essay* Drafting I: Elements of Informational Text p. W24	Descriptive Essay* Drafting II: Completing the Draft p. W25	Descriptive Essay* Revising I: Sentence Structure p. W26	Descriptive Essay* Revising II: Conferencing p. W27
Grammar: One and More Than One p. W229	Grammar: Adding –s p. W230	Grammar: Adding –s and –es p. W231	Grammar: Review Simple Sentences p. W202	Grammar: Connect to Writing: Using Singular and Plural Nouns* p. W233

Grade 2 Module 2 Week 2	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>Game Time</i>, pp. T266–T267, pp. T276–T277, p. T283 <i>Big Hen, Old Fox</i>, pp. T286–T287, pp. T294–T295 - Blending Board - Phonics Interactive Practice - Riddle in the Middle: Short and Long Vowels (CVC, VCe) - Fill in the Space: Suffixes <i>–er</i>, <i>–est</i> - Foundational Skills and Word Study Studio - Phonological Awareness: Blend Syllables (Session 33) - Phonemic Awareness: Isolate Medial Sound (Session 45) - Phonics: Syllable Pattern CVC (Session 206) - Phonics : Review : Words with Long <i>a</i>, Long <i>i</i> (Session 238) - Phonics: Review: Words with Long <i>o</i>, Long <i>u</i>, Long <i>e</i> (Session 241) - Phonics: Base Words and Endings <i>–s</i>, <i>–es</i> (Session 261) - Phonics: Base Words with Endings <i>–er</i>, <i>–est</i> (Session 289)	Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>The Great Fuzz Frenzy</i> - Generative Vocabulary: Inflections <i>–s</i>, <i>–es</i> - Power Words: <i>Water Rolls</i>, <i>Water Rises</i> Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 22: Connect Text and Visuals 1 23: Connect Text and Visuals 2 11: Setting 3: Create Mental Images 24: Elements of Poetry 7: Make Connections - Read and Respond Journal <i>Who Made These?</i> (Connect Text and Visuals) Support English Language Development - Tabletop Minilessons: English Language Development 5.1–5.3: Infer Literacy Centers , pp. T258–T259

Grade 2 Module 2 Week 3				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Foundational Skills Warm-Up Routines: Blending Phonemes, Changing Phonemes, Adding Phonemes High-Frequency Words Phonological Awareness: Segment, Count Phonemes Phonics: Initial Blends with <i>l, r, s</i> Spelling*: Initial Blends with <i>l, r, s</i> Handwriting: Lowercase <i>m, n, r, s</i> Lesson Slides: Look Around and Explore: Week 3, Lesson 11	Foundational Skills Warm-Up Routines: Changing Phonemes, Adding Phonemes, Deleting Phonemes High-Frequency Words Phonological Awareness: Segment, Count Phonemes Phonics: Initial Blends with <i>l, r, s</i> Lesson Slides: Look Around and Explore: Week 3, Lesson 12	Foundational Skills Warm-Up Routines: Blending Syllables, Adding Syllables, Deleting Syllables High-Frequency Words Phonological Awareness: Segment, Count Syllables Fluency: Accuracy and Self-Correction Phonics*: Inflections <i>–s, –es</i> Lesson Slides: Look Around and Explore: Week 3, Lesson 13	Foundational Skills Warm-Up Routines: Blending Syllables, Isolating Phonemes, Changing Phonemes High-Frequency Words Phonological Awareness: Segment, Count Syllables Phonics Review: Initial Blends with <i>l, r, s</i> ; Inflections <i>–s, –es</i> Lesson Slides: Look Around and Explore: Week 3, Lesson 14	Foundational Skills Warm-Up Routines: Changing Phonemes, Blending Phonemes, Blending Syllables High-Frequency Words Phonological Awareness: Teacher's Choice Spelling*: Initial Blends with <i>l, r, s</i> Lesson Slides: Look Around and Explore: Week 3, Lesson 15
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Language pp. T324–T325	Introduce Power Words pp. T334–T335	Review Power Words pp. T334–T335	Generative Vocabulary* Words That Name Places pp. T352–T353	Cumulative Vocabulary Review pp. T360–T361
Reading	Reading	Reading	Reading	Reading
Central Idea pp. T326–T327 <i>If You Find a Rock</i> (Read Aloud Book)	Ask and Answer Questions pp. T336–T337 <i>The Puddle Puzzle</i> <i>myBook</i> pp. 180–191	Elements of Drama* pp. T346–T347 <i>The Puddle Puzzle</i> <i>myBook</i> pp. 180–193	Connect Text and Visuals* pp. T354–T355 <i>Looking at Art</i> <i>myBook</i> pp. 194–197	Module Wrap-Up pp. T362–T363

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Descriptive Essay* Revising III: Elaboration p. W28	Descriptive Essay* Editing: Peer Proofreading p. W29	Descriptive Essay* Publishing I: Writing the Final Copy p. W30	Descriptive Essay* Publishing II: Descriptive Essay p. W31	Descriptive Essay* Sharing a Descriptive Essay p. W32
Grammar: Adding –es to Nouns p. W234	Grammar: Nouns that Change Spelling p. W235	Grammar: Collective Nouns* p. W236	Grammar: Review Singular and Plural Nouns* p. W232	Grammar: Connect to Writing: Using Plural Nouns* p. W238

Grade 2 Module 2 Week 3	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>Not Yet</i>, pp. T322–T323, pp. T332–T333, p. T339 <i>Big and Small</i>, pp. T342–T343, pp. T350–T351 - Blending Board - Foundational Skills and Word Study Studio - Phonemic Awareness: Segment Phonemes (Session 51) - Phonological Awareness: Segment Syllables (Session 213) - Phonics: Consonant Blends with <i>r</i>, <i>l</i>, <i>s</i> (Session 244) - Phonics: Base Words and Endings <i>–s</i>, <i>–es</i> (Session 261)	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 22: Connect Text and Visuals 1 23: Connect Text and Visuals 2 29: Elements of Drama 1: Ask and Answer Questions 13: Central Idea 9: Synthesize - Read and Respond Journal <i>Pat Mora</i> (Central Idea)
Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>The Puddle Puzzle</i> - Generative Vocabulary: Words That Name Places	Support English Language Development - Tabletop Minilessons: English Language Development 6.1–6.3: Analyze
	Literacy Centers , pp. T314–T315