

Editable Weekly Plan: Grade 2 Module 3

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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*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment

Gray shading indicates non-priority instruction

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Teacher's Guide = pp. T
Writing Workshop Teacher's Guide = pp. W

Grade 2 Module 3 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. T386–T387	Warm-Up Routines: Blending Phonemes; Isolating Phonemes; Segmenting Phonemes High-Frequency Words Phonological Awareness: Manipulate Phonemes: Add and Delete Phonics: Final Blends Lesson Slides: Meet in the Middle: Week 1, Lesson 2	Warm-Up Routines: Segmenting Syllables; Deleting Syllables; Adding Syllables High-Frequency Words Phonological Awareness: Blend Syllables Fluency: Reading Rate Phonics: Closed Syllables Lesson Slides: Meet in the Middle: Week 1, Lesson 3	Warm-Up Routines: Blending Phonemes; Segmenting Phonemes; Segmenting Syllables High-Frequency Words Phonological Awareness: Blend Syllables Phonics Review: Final Blends; Closed Syllables Lesson Slides: Meet in the Middle: Week 1, Lesson 4	Warm-Up Routines: Isolating Phonemes; Changing Phonemes; Segmenting Phonemes High-Frequency Words Phonological Awareness: Teacher's Choice Spelling*: Final Blends Lesson Slides: Meet in the Middle: Week 1, Lesson 5
Foundational Skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Warm-Up Routines: Isolating Phonemes; Changing Phonemes; Segmenting Phonemes High-Frequency Words Phonological Awareness: Manipulate Phonemes: Add and Delete Phonics: Final Blends: <i>st, sk, nd, nt, ft, xt, mp, ng, and nk</i> Spelling*: Final Blends Handwriting: Uppercase <i>M, N, V, X</i> Lesson Slides: Meet in the Middle: Week 1, Lesson 1	Academic Vocabulary pp. T404–T405	Academic Vocabulary pp. T414–T415	Review Power Words p. T422 Generative Vocabulary* Prefixes <i>un-</i> and <i>re-</i> p. T423	Vocabulary Strategy* Context Clues pp. T430–T431

Grade 2 Module 3 Week 1, continued				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Reading	Reading	Reading	Reading	Reading
Central Idea* pp. T396–T397 <i>Meet Me Halfway</i> <i>myBook</i> pp. 204–205	Point of View pp. T406–T407 <i>Mango, Abuela, and Me</i> (Read Aloud Book)	Monitor and Clarify pp. T416–T417 <i>Big Red Lollipop</i> <i>myBook</i> pp. 206–225	Point of View* pp. T424–T425 <i>Big Red Lollipop</i> <i>myBook</i> pp. 206–227	Speaking and Listening pp. T432–T433
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Persuasive Text* Priming the Students p. W34	Persuasive Text* Priming the Text p. W35	Persuasive Text* The Read p. W36	Persuasive Text* Vocabulary p. W37	Persuasive Text* Prewriting I: Choosing a Topic p. W38
Grammar: Nouns for People, Animals, Places, and Things p. W239	Grammar: Names for People and Animals p. W240	Grammar: Names for Special Places and Things* p. W241	Grammar: Review Plural Nouns p. W237	Grammar: Connect to Writing: Using Proper Nouns* p. W243

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment

Gray shading indicates non-priority instruction

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Teacher's Guide = pp. T

Writing Workshop Teacher's Guide = pp. W

Grade 2 Module 3 Week 1	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>Sad King Ben</i>, pp. T394–T395, pp. T402–T403, p. T409 <i>The Quest</i>, pp. T412–T413, pp. T420–T421 - Blending Board - Foundational Skills and Word Study Studio - Phonological Awareness: Blend Syllables (Session 33) - Phonemic Awareness: Delete Phonemes (Session 53) - Phonemic Awareness: Add Phonemes (Session 54) - Phonics: Syllable Pattern CVC (Session 206) - Phonics : Words with Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i> (Session 247) - Phonics: Prefixes <i>re–, un–, over–, pre–, mis–, dis–</i>	Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>Big Red Lollipop</i> - Generative Vocabulary: Prefixes <i>un–</i> and <i>re–</i> - Vocabulary Strategy: Context Clues Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 39: Social Communication 19: Point of View 2: Monitor and Clarify 13: Central Idea - Read and Respond Journal <i>Flood on River Road</i> (Point of View, Monitor and Clarify) Support English Language Development - Tabletop Minilessons: English Language Development 7.1–7.3: Justify Literacy Centers , pp. T384–T385

Grade 2 Module 3 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 Syllables; Isolating Phonemes; Changing Phonemes High-Frequency Words Phonological Awareness: Produce Rhymes Phonics: Double Final Consonants Spelling*: Double Final Consonants Handwriting: Uppercase <i>H</i> , <i>I</i> , <i>L</i> , and <i>T</i> Lesson Slides: Meet in the Middle: Week 2, Lesson 6	Warm-Up Routines: Adding Syllables; Deleting Syllables; Blending Syllables High-Frequency Words Phonological Awareness: Produce Rhymes Phonics: Double Final Consonants Lesson Slides: Meet in the Middle: Week 2, Lesson 7	Warm-Up Routines: Segmenting Phonemes; Blending Syllables; Adding Syllables High-Frequency Words Phonological Awareness: Segment Syllables Fluency: Phrasing Phonics*: Inflections <i>-ed</i> , <i>-ing</i> Lesson Slides: Meet in the Middle: 2, Lesson 8	Warm-Up Routines: Segment Phonemes; Change Phonemes; Blend Syllables High-Frequency Words Phonological Awareness: Segment Syllables Phonics Review*: Double Final Consonants; Inflections <i>-ed</i> , <i>-ing</i> Lesson Slides: Meet in the Middle: Week 2, Lesson 9	Warm-Up Routines: Segmenting Phonemes; Blending Phonemes; Adding Syllables High-Frequency Words Phonological Awareness: Teacher's Choice Spelling: Double Final Consonants Lesson Slides: Meet in the Middle: Week 2, Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Vocabulary pp. T450–T451	Introduce Power Words pp. T460–T461	Review Power Words pp. T470–T471	Generative Vocabulary* Inflections <i>-ed</i> , <i>-ing</i> pp. T478–T479	Review Power Words pp. T486–T487
Reading	Reading	Reading	Reading	Reading
Theme* pp. T452–T453 <i>Three Hens and a Peacock</i> (Read Aloud Book)	Make and Confirm Predictions pp. T462–T463 <i>Working With Others</i> myBook pp. 228–239	Central Idea* pp. T472–T473 <i>Working With Others</i> myBook pp. 228–241	Synthesize pp. T480–T481 <i>Gingerbread for Liberty!</i> myBook pp. 242–261	Text Organization* pp. T488–T489 <i>Gingerbread for Liberty!</i> myBook pp. 242–263

Grade 2 Module 3 Week 2, continued				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Persuasive Text* Prewriting II: Introducing Persuasive Structure p. W39	Persuasive Text* Drafting I: Elements of Persuasive Text p. W40	Persuasive Text* Drafting II: Completing the Draft p. W41	Persuasive Text* Revising I: Integrating Action Verbs p. W42	Persuasive Text* Revising II: Conferencing p. W43
Grammar: Action Verbs* p. W264	Grammar: Action Verbs and Subjects p. W265	Grammar: Action Verbs in Sentences p. W266	Grammar: Review Proper Nouns* p. W242	Grammar: Connect to Writing: Using Action Verbs p. W268

Grade 2 Module 3 Week 2	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>The Van</i>, pp. T448–T449, pp. T458–T459, p. T465 <i>Bill and Roz Get Help</i>, pp. T468–T469, pp. T476–T477 - Blending Board - Phonics Interactive Practice - Riddle in the Middle: Double Final Consonants - Fill in the Space: Inflections - Foundational Skills and Word Study Studio - Phonological Awareness: Segment Syllables (Session 34) - Phonological Awareness: Produce Rhyming Words (Session 37) - Phonics: Base Words and Inflections <i>–ed, –ing</i> (CVCe, CVC) (Session 214) - Phonics: Words Ending with Double Consonants and <i>ck</i> (Session 249) - Phonics: Base Words and Endings <i>–s, –ed, –ing</i> (Session 253) - Phonics: Base Words and Endings <i>–ed, –ing</i> (Session 255) - Phonics: Base Words and Endings <i>–ed, –ing</i> (Session 273) Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>Working With Others</i> - Generative Vocabulary: Inflections <i>–ed, –ing</i> - Power Words: <i>Gingerbread for Liberty!</i>	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 25: Text Organization: Chronological Order 20: Theme 10: Make and Confirm Predictions 13: Central Idea 9: Synthesize - Read and Respond Journal <i>Diva the Dancer</i> (Make and Confirm Predictions, Theme) Support English Language Development - Tabletop Minilessons: English Language Development 8.1–8.3: Synthesize Literacy Centers, pp. T440–T441

Grade 2 Module 3 Week 3				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Foundational Skills Warm-Up Routines: Changing Phonemes; Segmenting Phonemes; Blending Syllables High-Frequency Words Phonological Awareness: Blend Phonemes Phonics: Consonant Digraphs Spelling*: Consonant Digraphs Handwriting: Uppercase C, G, O, and Q Lesson Slides: Meet in the Middle: Week 3, Lesson 11	Foundational Skills Warm-Up Routines: Isolating Phonemes; Changing Phonemes; Deleting Phonemes High-Frequency Words Phonological Awareness: Blend Phonemes Phonics: Consonant Digraphs Lesson Slides: Meet in the Middle: Week 3, Lesson 12	Foundational Skills Warm-Up Routines: Segmenting Phonemes; Blending Syllables; Deleting Syllables High-Frequency Words Phonological Awareness: Segment, Count Syllables Fluency: Expression Phonics*: Prefixes <i>un-</i> , <i>re-</i> Lesson Slides: Meet in the Middle: Week 3, Lesson 13	Foundational Skills Warm-Up Routines: Segmenting Phonemes; Adding Syllables; Blending Syllables High-Frequency Words Phonological Awareness: Segment, Count Syllables Phonics Review*: Prefixes <i>un-</i> , <i>re-</i> Lesson Slides: Meet in the Middle: Week 3, Lesson 14	Foundational Skills Warm-Up Routines: Isolating Phonemes; Changing Phonemes; Segmenting Phonemes High-Frequency Words Phonological Awareness: Teacher's Choice Spelling*: Consonant Digraphs Lesson Slides: Meet in the Middle: Week 3, Lesson 15
Vocabulary Introduce Oral Language pp. T506–T507	Vocabulary Introduce Power Words pp. T516–T517	Vocabulary Review Power Words pp. T526–T527	Vocabulary Generative Vocabulary* Words About Communication pp. T534–T535	Vocabulary Cumulative Vocabulary Review pp. T542–T543
Reading Theme* pp. T508–T509 <i>Serious Farm</i> (Read Aloud Book)	Reading Retell pp. T518–T519 <i>Pepita and the Bully</i> myBook pp. 264–283	Reading Theme* pp. T528–T529 <i>Pepita and the Bully</i> myBook pp. 264–285	Reading Author's Purpose* pp. T536–T537 <i>Be a Hero! Work It Out!</i> myBook pp. 286–293	Reading Module Wrap-Up pp. T544–T545
Writing Workshop Persuasive Text* Revising III: Integrating Adverbs p. W44	Writing Workshop Persuasive Text* Editing: Peer Proofreading p. W45	Writing Workshop Persuasive Text* Publishing I: Writing the Final Copy p. W46	Writing Workshop Persuasive Text* Publishing II: Persuasive Text p. W47	Writing Workshop Persuasive Text* Sharing a Persuasive Essay p. W48
Grammar: Compound Subjects* p. W214	Grammar: Using Coordinating Conjunctions p. W215	Grammar: Using Compound Predicates* p. W216	Grammar: Review Spelling p. W342	Grammar: Connect to Writing: Using Compound Subjects and Predicates* p. W218

Grade 2 Module 3 Week 3	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>Mice Can Help</i>, pp. T504–T505, pp. T514–T515, p. T521 <i>Up in the Pine</i>, pp. T524–T525, pp. T532–T533 - Blending Board - Foundational Skills and Word Study Studio - Phonemic Awareness: Blend Phonemes (Session 49) - Phonics: Digraph <i>th</i> (Session 158) - Phonics: Digraphs <i>ch</i>, <i>tch</i> (Session 162) - Phonics Digraphs <i>sh</i>, <i>wh</i>, <i>ph</i> (Session 166) - Phonological Awareness: Segment Syllables (Session 213) - Phonics: Prefixes <i>re-</i>, <i>un-</i>, <i>over-</i>, <i>pre-</i>, <i>mis-</i>, <i>dis-</i>	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 5: Retell 20: Theme 13: Central Idea 9: Synthesize - Read and Respond Journal <i>The Big City</i> (Theme, Retell)
Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>Pepita and the Bully</i> - Generative Vocabulary: Words About Communication	Support English Language Development - Tabletop Minilessons: English Language Development 9.1–9.3: Agree and Disagree
	Literacy Centers , pp. T496–T497