

Editable Weekly Plan: Grade 2 Module 1

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 1 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. T22–T23	Warm-Up Routines: Adding Phonemes, Deleting Phonemes, Segmenting Phonemes High-Frequency Words Phonological Awareness: Blend Phonemes Phonics: Consonants; Short <i>a, i</i> Lesson Slides: Be a Super Citizen: Week 1, Lesson 2	Warm-Up Routines: Segmenting Phonemes, Changing Phonemes, Adding Phonemes High-Frequency Words Phonological Awareness: Isolate Phonemes Fluency: Accuracy and Self-Correction Lesson Slides: Be a Super Citizen: Week 1, Lesson 3	Warm-Up Routines: Changing Phonemes, Blending Phonemes, Segmenting Phonemes High-Frequency Words Phonological Awareness: Isolate Phonemes Phonics Review: Consonants; Short <i>a, i</i> ; Multisyllabic Words: Short <i>a, i</i> Lesson Slides: Be a Super Citizen Week 1, Lesson 4	Warm-Up Routines: Adding Phonemes, Deleting Phonemes, Changing Phonemes High-Frequency Words Phonological Awareness: Teacher's Choice Spelling*: Short <i>a, i</i> Lesson Slides: Be a Super Citizen: Week 1, Lesson 5
Foundational Skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Warm-Up Routines: Isolating Phonemes, Segmenting Phonemes, Changing Phonemes High-Frequency Words Phonological Awareness: Blend Phonemes Phonics: Consonants; Short <i>a, i</i> Spelling*: Short <i>a, i</i> Handwriting: Lowercase <i>i, l, t</i> Lesson Slides: Be a Super Citizen: Week 1, Lesson 1	Academic Vocabulary pp. T40–T41	Academic Vocabulary pp. T50–T51	Review Power Words p. T58 Generative Vocabulary* Words That Describe Actions p. T59	Vocabulary Strategy* Antonyms pp. T66–T67

Grade 2 Module 1 Week 1, continued				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Reading	Reading	Reading	Reading	Reading
Central Idea* pp. T32–T33 <i>We Are Super Citizens</i> myBook pp. 6–7	Central Idea* pp. T42–T43 <i>Meet the Dogs of Bedlam Farm</i> (Read Aloud Book)	Ask and Answer Questions pp. T52–T53 <i>Clark the Shark</i> myBook pp. 8–27	Setting* pp. T60–T61 <i>Clark the Shark</i> myBook pp. 8–29	Speaking and Listening pp. T68–T69
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Personal Narrative* Priming the Students p. W2	Personal Narrative* Priming the Text p. W3	Personal Narrative* The Read p. W4	Personal Narrative* Vocabulary p. W5	Personal Narrative* The Writing Process p. W6
Grammar: Subjects* p. W194	Grammar: Predicates* p. W195	Grammar: Using Sentences p. W196	Grammar: Review Nouns p. W227	Grammar: Connect to Writing: Using Subjects and Predicates Correctly* p. W198

Grade 2 Module 1 Week 1	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>In a Jam</i>, pp. T30–T31, pp. T38–T39 <i>In a Jam</i>, p. T45 <i>Jam Bandit</i>, pp. T48–T49, pp. T56–T57 - Phonics Interactive Practice - Riddle in the Middle: Consonants; Short <i>a</i>, <i>i</i> - Fill in the Space: Multisyllabic Words: Short <i>a</i>, <i>i</i> - Blending Board - Foundational Skills and Word Study Studio - Phonemic Awareness: Identify Phonemes (Session 47) - Phonemic Awareness: Blend Phonemes (Session 49) - Phonics: Syllable Pattern CVC (Session 206) - Phonics: Review: Words with Short <i>a</i>, Short <i>i</i> (Session 234)	Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>Clark the Shark</i> - Generative Vocabulary: Words That Describe Actions - Vocabulary Strategy: Antonyms Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 30: Collaborative Conversations 11: Setting 1: Ask and Answer Questions 13: Central Idea - Read and Respond Journal <i>Rosa's Garden</i> (Ask and Answer Questions, Setting) Support English Language Development - Tabletop Minilessons: English Language Development 1.1–1.3: Agree & Disagree Literacy Centers , pp. T20–T21

Grade 2 Module 1 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, Isolating Phonemes, Changing Phonemes High-Frequency Words Phonological Awareness: Blend Phonemes Phonics: Consonants; Short <i>o, u, e</i> Spelling*: Short <i>o, u, e</i> Handwriting: Lowercase <i>c, d,</i> <i>e, o</i> Lesson Slides: Be a Super Citizen: Week 2, Lesson 6	Warm-Up Routines: Isolating Phonemes, Adding Phonemes, Deleting Phonemes High-Frequency Words Phonological Awareness: Blend Phonemes Phonics: Consonants; Short <i>o, u, e</i> Lesson Slides: Be a Super Citizen: Week 2, Lesson 7	Warm-Up Routines: Changing Phonemes, Segmenting Phonemes, Blending Phonemes High-Frequency Words Phonological Awareness: Isolate Phonemes Fluency: Reading Rate Phonics: Multisyllabic Words: Short <i>o, u, e</i> Lesson Slides: Be a Super Citizen: 2, Lesson 8	Warm-Up Routines: Segmenting Phonemes, Changing Phonemes, Adding Phonemes High-Frequency Words Phonological Awareness: Isolate Phonemes Phonics Review: Consonants; Short <i>o, u, e</i> ; Multisyllabic Words: Short <i>o, u, e</i> Lesson Slides: Be a Super Citizen: Week 2, Lesson 9	Warm-Up Routines: Deleting Phonemes, Changing Phonemes, Segmenting Phonemes High-Frequency Words Phonological Awareness: Teacher's Choice Spelling: Short <i>o, u, e</i> Lesson Slides: Be a Super Citizen: Week 2, Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Vocabulary pp. T86–T87	Introduce Power Words pp. T96–T97	Review Power Words pp. T106–T107	Generative Vocabulary* Words That Describe People, Places, and Things pp. T114–T115	Review Power Words pp. T122–T123
Reading	Reading	Reading	Reading	Reading
Central Idea* pp. T88–T89 <i>The William Hoy Story</i> (Read Aloud Book)	Monitor and Clarify pp. T98–T99 <i>The Great Puppy Invasion</i> <i>myBook</i> pp. 30–49	Author's Purpose* pp. T108–T109 <i>The Great Puppy Invasion</i> <i>myBook</i> pp. 30–51	Summarize pp. T116–T117 <i>Being a Good Citizen</i> <i>myBook</i> pp. 52–63	Author's Purpose* pp. T124–T125 <i>Being a Good Citizen</i> <i>myBook</i> pp. 52–65

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Personal Narrative* Prewriting I: Preparing to Write p. W7	Personal Narrative* Prewriting II: Organizing the Story p. W8	Personal Narrative* Drafting I: Elements of Narrative Text p. W9	Personal Narrative* Drafting II: Completing the Draft p. W10	Personal Narrative* Revising I: Word Choice p. W11
Grammar: Complete Sentences* p. W199	Grammar: Word Order in Sentences p. W200	Grammar: Run-On Sentences* p. W201	Grammar: Review Action Verbs p. W267	Grammar: Connect to Writing: Using Simple Sentences* p. W203

Grade 2 Module 1 Week 2	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>The Red Van</i>, pp. T84–T85, pp. T94–T95, p. T101 <i>Picnic Fun</i>, pp. T104–T105, pp. T112–T113 - Blending Board - Foundational Skills and Word Study Studio - Phonemic Awareness: Identify Phonemes (Session 47) - Phonemic Awareness: Blend Phonemes (Session 49) - Phonics: Syllable Pattern CVC (Session 206) - Phonics: Review: Words with Short <i>o</i>, Short <i>u</i>, Short <i>e</i> (Session 236)	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 12: Author's Purpose 4: Summarize 2: Monitor and Clarify 13: Central Idea - Read and Respond Journal <i>The Nicest Party</i> (Author's Purpose, Monitor and Clarify)
Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words - Generative Vocabulary: Words That Describe People, Places, and Things - Power Words: <i>Being a Good Citizen</i>	Support English Language Development - Tabletop Minilessons: English Language Development 2.1–2.3: Recount Information
	Literacy Centers , pp. T76–T77

Grade 2 Module 1 Week 3				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Foundational Skills Warm-Up Routines: Blending Phonemes, Segmenting Phonemes, Changing Phonemes High-Frequency Words Phonological Awareness: Isolate Phonemes Phonics: Long <i>a, i</i> (VCe) Spelling*: Long <i>a, i</i> (VCe) Handwriting: Lowercase <i>a, f, g, j, q</i> Lesson Slides: Be a Super Citizen: Week 3, Lesson 11	Foundational Skills Warm-Up Routines: Adding Phonemes, Deleting Phonemes, Segmenting Phonemes High-Frequency Words Phonological Awareness: Isolate Phonemes Phonics: Long <i>a, i</i> (VCe) Lesson Slides: Be a Super Citizen: Week 3, Lesson 12	Foundational Skills Warm-Up Routines: Blending Phonemes, Changing Phonemes, Segmenting Phonemes High-Frequency Words Phonological Awareness: Isolate Phonemes Fluency: Expression Phonics: Soft <i>c</i> and <i>g</i> Lesson Slides: Be a Super Citizen: Week 3, Lesson 13	Foundational Skills Warm-Up Routines: Adding Phonemes, Deleting Phonemes, Segmenting Phonemes High-Frequency Words Phonological Awareness: Isolate Phonemes Phonics Review: Long <i>a, i</i> (VCe); Soft <i>c</i> and <i>g, dge</i> Lesson Slides: Be a Super Citizen: Week 3, Lesson 14	Foundational Skills Warm-Up Routines: Blending Phonemes, Changing Phonemes, Isolating Phonemes High-Frequency Words Phonological Awareness: Teacher's Choice Spelling*: Long <i>a, i</i> (VCe) Lesson Slides: Be a Super Citizen: Week 3, Lesson 15
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Language pp. T142–T143	Introduce Power Words pp. T152–T153	Review Power Words pp. T162–T163	Generative Vocabulary* Inflection <i>–ed, –ing</i> pp. T170–T171	Cumulative Vocabulary Review pp. T178–T179
Reading	Reading	Reading	Reading	Reading
Characters* pp. T144–T145 <i>Violet the Pilot</i> (Read Aloud Book)	Create Mental Images pp. T154–T155 <i>Picture Day Perfection</i> myBook pp. 66–85	Characters* pp. T164–T165 <i>Picture Day Perfection</i> myBook pp. 66–87	Central Idea* pp. T172–T173 <i>Get Involved: Be Awesome!</i> (Media Literacy) myBook pp. 88–91	Module Wrap-Up pp. T180–T181
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Personal Narrative* Revising II: Conferencing p. W12	Personal Narrative* Editing I: Possessives and Contractions p. W13	Personal Narrative* Editing II: Peer Proofreading p. W14	Personal Narrative* Publishing a Personal Narrative p. W15	Personal Narrative* Sharing a Personal Narrative p. W16
Grammar: Statements and Questions* p. W204	Grammar: Commands* p. W205	Grammar: Exclamations* p. W206	Grammar: Review Subjects and Predicates* p. W197	Grammar: Connect to Writing: Using Different Kinds of Sentences* p. W208

Grade 2 Module 1 Week 3	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>Zane on a Hike</i>, pp. T140–T141, pp. T150–T151, p. T157 <i>Six Fake Mice</i>, pp. T160–T161, pp. T168–T169 - Blending Board - Foundational Skills and Word Study Studio - Phonemic Awareness: Identify Phonemes (Session 47) - Phonics: Review: Words with Long <i>a</i>, Long <i>i</i> (Session 238) - Phonics: Words with Sounds for <i>c</i> (Session 239) - Phonics: Words with Sounds for <i>g</i> (Session 242) - Phonics: Base Words and Endings <i>–s</i>, <i>–ed</i>, <i>–ing</i> (Session 253) - Phonics: Base Words with Endings <i>–ed</i>, <i>–ing</i> (Session 255) - Phonics: Base Words with Endings <i>–ed</i>, <i>–ing</i> (Session 273)	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 16: Characters 3: Create Mental Images 13: Central Idea 9: Synthesize - Read and Respond Journal <i>The Play Date</i> (Characters) Support English Language Development - Tabletop Minilessons: English Language Development 3.1–3.3: Describe Literacy Centers , pp. T132–T133
Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>Picture Day Perfection</i> - Generative Vocabulary: Inflection <i>–ed</i>, <i>–ing</i>	