

Editable Weekly Plan: Grade 2 Module 4

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 4 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 Syllables; Segmenting Syllables; Blending Phonemes High-Frequency Words Phonological Awareness: Blend Syllables Phonics: Consonants <i>k, ck</i> Lesson Slides: Once Upon a Time: Week 1, Lesson 2	Warm-Up Routines: Blending Phonemes; Isolating Phonemes; Changing Phonemes High-Frequency Words Phonological Awareness: Segment, Count Phonemes Fluency: Inotation Phonics: Silent Letters <i>kn, wr, gn, and mb</i> Lesson Slides: Once Upon a Time: Week 1, Lesson 3	Warm-Up Routines: Changing Phonemes; Adding Phonemes; Deleting Phonemes High-Frequency Words Phonological Awareness: Segment, Count Phonemes Phonics Review: Consonants <i>k, ck</i> ; Silent Letters <i>kn, wr, gn, and mb</i> Lesson Slides: Once Upon a Time: Week 1, Lesson 4	Warm-Up Routines: Isolating Phonemes; Adding Syllables; Deleting Syllables High-Frequency Words Phonological Awareness: Teacher's Choice Spelling*: Consonants <i>k, ck</i> Lesson Slides: Once Upon a Time: Week 1, Lesson 5
Foundational Skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Warm-Up Routines: Segmenting Syllables; Deleting Syllables; Blending Phonemes High-Frequency Words Phonological Awareness: Blend Syllables Phonics: Consonants <i>k, ck</i> Spelling*: Consonants <i>k, ck</i> Handwriting: Uppercase <i>A, K, W, Y, Z</i> Lesson Slides: Once Upon a Time: Week 1, Lesson 1	Academic Vocabulary pp. T40–T41	Academic Vocabulary pp. T50–T51	Review Power Words p. T58 Generative Vocabulary* Suffixes <i>-ful, -less</i> p. T59	Vocabulary Strategy* Multiple-Meaning Words pp. T66–T67

Grade 2 Module 4 Week 1, continued				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Reading	Reading	Reading	Reading	Reading
Text Organization* pp. T32–T33 <i>Recipe for a Fairy Tale</i> <i>myBook2</i> pp. 6–7	Story Structure* pp. T42–T43 <i>Goldilocks and the Three Dinos</i> <i>Read Aloud Book</i>	Make Inferences pp. T52–T53 <i>How to Read a Story</i> <i>myBook2</i> pp. 8–27	Text Organization* pp. T60–T61 <i>How to Read a Story</i> <i>myBook2</i> pp. 8–29	Speaking and Listening pp. T68–T69
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Imaginative Story* Priming the Students p. W50	Imaginative Story* Priming the Text p. W51	Imaginative Story* The Read p. W52	Imaginative Story* Vocabulary p. W53	Imaginative Story* Prewriting I: Brainstorm Ideas p. W54
Grammar: Adding -s to Verbs p. W269	Grammar: Adding -es to Verbs p. W270	Grammar: Verbs with -s and -es* p. W271	Grammar: Review Compound Subjects and Predicates p. W217	Grammar: Connect to Writing: Using Present Tense Verbs* p. W273

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Teacher's Guide = pp. T

Writing Workshop Teacher's Guide = pp. W

Grade 2 Module 4 Week 1	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>In Times Past: A Grand Life</i>, pp. T30–T31, pp. T38–T39 <i>At Home with Kris</i>, pp. T48–T49, pp. T56–T57 - Blending Board - Foundational Skills and Word Study Studio - Phonological Awareness: Blend Syllables (Session 33) - Phonemic Awareness: Segment Phonemes (Session 51) - Phonics: Words with <i>h, k</i> (Session 98) - Phonics: Words with <i>ck</i> (Session 144) - Phonics: Suffixes <i>-ful, -less, -ly, -y</i> (Session 225) - Phonics: Silent Consonants in <i>kn, gn, wr, mb</i> (Session 295)	Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>How to Read a Story</i> - Generative Vocabulary: Suffixes <i>-ful, -less</i> - Vocabulary Strategy: Multiple-Meaning Words Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 34: Give and Follow Instructions 25: Text Organization: Chronological Order 6: Make Inferences 21: Story Structure - Read and Respond Journal <i>Tortoise Gets a Home</i> (Story Structure) Support English Language Development - Tabletop Minilessons: English Language Development 10.1–10.3: Sequence Literacy Centers, pp. T20–T21

Grade 2 Module 4 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; Adding Phonemes High-Frequency Words Phonological Awareness: Blend Phonemes; Isolate Phonemes: Identify Vowel Phonics: Long <i>a</i> Patterns Spelling*: Long <i>a</i> (<i>ai, ay</i>) Handwriting: Uppercase <i>B, D, P, R</i> Lesson Slides: Once Upon a Time: Week 2, Lesson 6	Warm-Up Routines: Adding Phonemes; Deleting Phonemes; Changing Phonemes High-Frequency Words Phonological Awareness: Blend Phonemes; Isolate Phonemes: Identify Vowels Phonics: Long <i>a</i> Patterns Lesson Slides: Once Upon a Time: Week 2, Lesson 7	Warm-Up Routines: Blending Syllables; Deleting Syllables; Segmenting Phonemes High-Frequency Words Phonological Awareness: Segment Syllables Fluency: Accuracy and Self-Correction Phonics*: Multisyllabic Words: Long <i>a</i> Lesson Slides: Once Upon a Time: 2, Lesson 8	Warm-Up Routines: Blending Syllables; Deleting Syllables; Segmenting Phonemes High-Frequency Words Phonological Awareness: Segment Syllables Phonics Review*: Long <i>a</i> Patterns: <i>a_e, ai, ay, a</i> (CV) Lesson Slides: Once Upon a Time: Week 2, Lesson 9	Warm-Up Routines: Changing Phonemes; Adding Phonemes; Deleting Phonemes High-Frequency Words Phonological Awareness: Teacher's Choice Spelling*: Long <i>a</i> (<i>ai, ay</i>) Lesson Slides: Once Upon a Time: 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
Story Structure* pp. T88–T89 <i>Rabbit's Snow Dance</i> (Read Aloud Book)	Create Mental Images pp. T98–T99 <i>A Crow, a Lion, and a Mouse!</i> <i>Oh, My!</i> <i>myBook2</i> pp. 30–37	Elements of Drama* pp. T108–T109 <i>A Crow, a Lion, and a Mouse!</i> <i>Oh, My!</i> <i>myBook2</i> pp. 30–39	Make and Confirm Predictions pp. T116–T117 <i>Hollywood Chicken</i> <i>myBook2</i> pp. 40–55	Figurative Language* pp. T124–T125 <i>Hollywood Chicken</i> <i>myBook2</i> pp. 40–57

Grade 2 Module 4 Week 2, continued				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Imaginative Story* Prewriting II: Identifying a Topic p. W55	Imaginative Story* Drafting I: Elements of Narrative p. W56	Imaginative Story* Drafting II: Completing the Draft p. W57	Imaginative Story* Revising I: Sentence Length p. W58	Imaginative Story* Revising II: Conferencing p. W59
Grammar: Past Tense Verbs with -ed* p. W274	Grammar: Verbs in the Future Tense p. W275	Grammar: Present, Past, and Future Tense* p. W276	Grammar: Review Using Proper Nouns p. W247	Grammar: Connect to Writing: Using Verbs in the Present, Past, and Future* p. W278

Grade 2 Module 4 Week 2	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>Tess and Jay Set Sail</i>, pp. T84–T85, pp. T94–T95 <i>A Wrecked Ship!</i>, pp. T104–T105, pp. T112–T113 - Blending Board - Foundational Skills and Word Study Studio - Phonological Awareness: Segment Syllables (Session 34) - Phonological Awareness: Isolate Medial Sound (Session 45) - Phonemic Awareness: Blend Phonemes (Session 49) - Phonics: Multisyllabic Words with Long and Short <i>a</i>, <i>e</i> (Session 313) Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>A Crow, a Lion, and a Mouse! Oh, My!</i> - Generative Vocabulary: Words That Describe People, Places, and Things - Power Words: <i>Hollywood Chicken</i>	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 29: Elements of Drama 3: Create Mental Images 17: Figurative Language 10: Make and Confirm Predictions 21: Story Structure - Read and Respond Journal <i>The New Playground</i> (Make and Confirm Predictions, Create Mental Images) Support English Language Development - Tabletop Minilessons: English Language Development 11.1–11.3: Predict Literacy Centers, pp. T76–T77

Grade 2 Module 4 Week 3				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Warm-Up Routines: Segmenting Phonemes; Changing Phonemes; Adding Phonemes High-Frequency Words Phonological Awareness: Blend Phonemes; Isolate Phonemes: Identify Vowel Phonics: Long e, Short e Patterns Spelling*: Long e (ee, ea) Handwriting: Uppercase E, F, J, S, U Lesson Slides: Once Upon a Time: Week 3, Lesson 11	Warm-Up Routines: Segmenting Phonemes; Deleting Phonemes; Blending Syllables High-Frequency Words Phonological Awareness: Blend Phonemes; Isolate Phonemes: Identify Vowel Phonics: Long e, Short e Patterns Lesson Slides: Once Upon a Time: Week 3, Lesson 12	Warm-Up Routines: Segmenting Syllables; Adding Syllables; Deleting Syllables High-Frequency Words Phonological Awareness: Blend Syllables Fluency: Reading Rate Phonics*: Multisyllabic Words: Long, Short e Lesson Slides: Once Upon a Time: Week 3, Lesson 13	Warm-Up Routines: Segmenting Syllables; Adding Syllables; Blending Phonemes High-Frequency Words Phonological Awareness: Blend Syllables Phonics Review*: Long e Patterns e_e, ee, ea, e (CV), y; Short e Pattern ea Lesson Slides: Once Upon a Time: Week 3, Lesson 14	Warm-Up Routines: Changing Phonemes; Segmenting Phonemes; Segmenting Syllables High-Frequency Words Phonological Awareness: Teacher's Choice Spelling*: Long e (ee, ea) Lesson Slides: Once Upon a Time: 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* Words That Describe Actions pp. T170–T171	Cumulative Vocabulary Review pp. T178–T179
Reading	Reading	Reading	Reading	Reading
Author's Purpose pp. T144–T145 <i>A Perfect Season for Dreaming</i> (Read Aloud Book)	Make Connections pp. T154–T155 <i>If the Shoe Fits: Two Cinderella Stories</i> myBook2 pp. 58–69	Story Structure* pp. T164–T165 <i>If the Shoe Fits: Two Cinderella Stories</i> myBook2 pp. 58–71	Cause and Effect* pp. T172–T173 <i>Those Clever Crows</i> myBook2 pp. 286–293	Module Wrap-Up pp. T180–T181

Grade 2 Module 4 Week 3, continued				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Imaginative Story* Editing I: Capitalization and End Punctuation p. W60	Imaginative Story* Editing II: Peer Proofreading p. W61	Imaginative Story* Publishing I: Writing the Final Copy p. W62	Imaginative Story* Publishing II: Imaginative Story p. W63	Imaginative Story* Sharing an Imaginative Story p. W64
Grammar: Compound Sentences with Conjunctions* p. W209	Grammar: Forming Compound Sentences p. W210	Grammar: Combining Sentences* p. W211	Grammar: Review Possessive Nouns p. W252	Grammar: Connect to Writing: Using Compound Sentences* p. W213

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Grade 2 Module 4 Week 3	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>Queen</i>, pp. T140–T141, pp. T150–T151 <i>Horses With Jobs</i>, pp. T160–T161, pp. T168–T169 - Blending Board - Phonics Interactive Practice - Riddle in the Middle: Multisyllabic Words: Long, Short <i>e</i> - Foundational Skills and Word Study Studio - Phonological Awareness: Blend Syllables (Session 33) - Phonemic Awareness: Isolate Medial Sound (Session 45) - Phonemic Awareness: Blend Phonemes (Session 49) - Phonics: Multisyllabic Words with Long and Short <i>a</i>, <i>e</i> (Session 313)	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 12: Author’s Purpose 26: Text Organization: Cause and Effect 7: Make Connections 21: Story Structure 9: Synthesize - Read and Respond Journal <i>Kate’s Helping Day</i> (Author’s Purpose, Make Connections)
Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>If the Shoe Fits: Two Cinderella Stories</i> - Generative Vocabulary: Words That Describe Actions	Support English Language Development - Tabletop Minilessons: English Language Development 12.1–12.3: Compare and Contrast
	Literacy Centers , pp. T132–T133