

Edmore Public School
SY 2023-2024
Lesson Plan in 2nd ELA

Week	August 28 – September 1
Teacher	Ms. Agaloos

Monday	Bell Ringer: Give characteristic of a fairy tale story	
Objectives	Skills: Lesson 3 Back-to-School: Basic Code Review <ul style="list-style-type: none"> • Introduce and talk about the story “The Hike” • Review vowel and consonant sounds/spellings • Segment, blend, spell one-syllable words • Spell dictated words with /o/ > ‘o’ 	Knowledge: Lesson 3 Beauty and the Beast, Part I <ul style="list-style-type: none"> • Compare and contrast two fairy tales • Identify characteristics of a fairy tale • Sequence events • Write short description of favorite scene
ELA Standard	RF.2.3a, RF.2.3e, L.2.2d, RF.2.4a, RF.2.4b, RL.2.1	RL.2.2, RL.2.3, L.2.5, L.2.5a, W.2.8
Instruction	<ul style="list-style-type: none"> • Review the consonant sound/spellings /k/ > ‘k’, /g/ > ‘g’, /f/ > ‘f’, /v/ > ‘v’, /l/ > ‘l’, and /h/ > ‘h’, and the vowel sound/spellings /i/ > ‘i’, /e/ > ‘e’, and /o/ > ‘o’ • Segment, blend, and spell one-syllable words in which /a/ > ‘a’, /e/ > ‘e’, /i/ > ‘i’, /o/ > ‘o’, and /u/ > ‘u’ • Spell dictated words with /o/ > ‘o’. • Read “The Hike,” answer questions about text 	<ul style="list-style-type: none"> • Compare and contrast aspects of “The Fisherman and His Wife” and “The Emperor’s New Clothes • Read and discuss the events of “Beauty and the Beast, Part I”
Exercise/ Assessment	AP 3.2	AP 3.1
Homework	n/a	

Tuesday	Bell Ringer: Star 360 Test What is the meaning of the word ‘constant’?	
Objectives	(Answer the Star 360 Test) Skills: Lesson 4 Back-to-School: Basic Code Review <ul style="list-style-type: none"> • Review sound/spellings in one-syllable words with short vowel sounds • Segment, blend, spell one-syllable words and short vowel sounds • Spell dictated words with /e/ > ‘e’ • Read “The Bone Man,” answer questions about 	Knowledge: Lesson 4 Beauty and the Beast, Part II <ul style="list-style-type: none"> • Identify characters in a fairy tale • Identify characteristics of a fairy tale • Word Work: constant • Demonstrate understanding of saying better late than never • Demonstrate understanding of tunes

	text	
ELA Standard	RF.2.3a, RF.2.3e, L.2.2d, RF.2.4a, RF.2.4b, RL.2.1	L.2.3, SL.2.4, L.2.5, L.2.5a, L.2.4, L.2.4a
Instruction	<ul style="list-style-type: none"> • Conduct the Star 360 Test • Review the sound/spellings /th/ > 'th,' /th/ > 'th,' /ng/ > 'ng,' /sh/ > 'sh,' and /ch/ > 'ch' in one-syllable words with short vowel sounds. • Segment, blend, and spell one-syllable words with /th/ > 'th,' /th/ > th,' /ng/ > 'ng,' /sh/ > 'sh,' and /ch/ > 'ch' and short vowel sounds. • Spell dictated words with /e/ > 'e.' • Reads "The Bone Man" aloud 	<ul style="list-style-type: none"> • Identify the characteristics of a fairy tale in "Beauty and the Beast, Part I." • Identify the characteristics of a fairy tale in "Beauty and the Beast, Part II." • Demonstrate an understanding of the Tier 2 word constant. • Demonstrate an understanding of the saying "better late than never." • Demonstrate an understanding of the multiple meaning word tunes.
Exercise/ Assessment	4.2	Exit Pass
Homework	n/a	

Wednesday	Bell Ringer: What do you know about the word 'admiration'?	
Objectives	Skills: <ul style="list-style-type: none"> • Review consonant sound/spellings in one-syllable words with short vowels • Segment, blend, spell one-syllable words and short vowels • Spell dictated words with /u/ > 'u' • • Read "The Big Dig," answer questions about text 	Knowledge: Lesson 5 Paul Bunyan <ul style="list-style-type: none"> • Describe situation containing exaggeration • Identify examples of exaggeration • Word Work: admiration • Identify elements of a tall tale
ELA Standard	F.2.3a, RF.2.3e, L.2.2d, RF.2.4a, RF.2.4b, RL.2.1, RL.2.3	SL.2.1, RL.2.3, L.2.5, L.2.5a, W.2.8
Instruction	<ul style="list-style-type: none"> • Review eight consonant sound/spellings, including /qu/ > 'qu' in one-syllable words with short vowels • Segment, blend, and spell one-syllable words with /ng/ > 'ng' and short vowels. • Students will spell dictated words with /u/ > 'u.' • Reads "The Big Dig" aloud and talks about it 	<ul style="list-style-type: none"> • Describe a situation that contains exaggeration • Students will identify examples of exaggeration in "Paul Bunyan." • Students will demonstrate an understanding of the Tier 2 word admiration • With assistance, students will use a graphic organizer to identify elements of a tall tale in "Paul Bunyan."
Exercise/ Assessment	AP 5.2	Exit Pass
Homework	n/a	

Thursday	Bell Ringer: Describe what tall tale is.	
Objectives	Skills: <ul style="list-style-type: none"> • Read “Snacks,” answer questions about text • Pair individual words to form compound words 	Knowledge: Lesson 6 Pecos Bill <ul style="list-style-type: none"> • Identify characteristics of tall tales; review examples of exaggeration • Distinguish between real and fiction • Word Work: tamed • Identify elements of a tall tale
ELA Standard	RF.2.4a, RL.2.1, RF.2.3c, L.2.4d	SL.2.2, RL.2.1, L.2.5, L.2.5a, W.2.8
Instruction	<ul style="list-style-type: none"> • Read “Snacks,” a short story comprised of one-syllable words with basic spellings, and answer eight written multiple-choice questions about key details in the text. • Pair individual words to form the compound words backpack, pancake, ladybug, popcorn, bedtime, sunshine. 	<ul style="list-style-type: none"> • Identify the characteristics of a tall tale and review examples of exaggeration in “Paul Bunyan.” • Distinguish between real and fictional elements in “Pecos Bill.” • Demonstrate an understanding of the Tier 2 word tamed. • Use a graphic organizer to identify elements of a tall tale in “Pecos Bill.”
Exercise/ Assessment	n/a	AP 6.1
Homework	n/a	

Friday	Bell Ringer: Define the word ‘challenge’	
Objectives	Skills: <ul style="list-style-type: none"> • Read words including Tricky Words • Read “Prince Vincent,” answer questions • Write in response to picture prompt 	Lesson 7 John Henry <ul style="list-style-type: none"> • Identify characteristics of a tall tale; identify characters • Compare and contrast tall tales • Word Work: feats • Identify elements of a tall tale Demonstrate understanding of word challenge • Demonstrate understanding of word tracks
ELA Standard	RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.4a, RL.2.1, W.2.2, W.2.3	RL.2.3, RL.2.9, L.2.5, L.2.5a, W.2.8

Instruction	<ul style="list-style-type: none"> • Read words with consonant clusters, consonant digraphs, short vowels, vowel digraphs, diphthongs, r-controlled vowels, spelling alternatives, and Tricky Words. • Read “Prince Vincent” with purpose and understanding, and answer written multiple-choice questions about key details in the text. 	<ul style="list-style-type: none"> • Identify the characteristics of a tall tale and will identify characters from “Paul Bunyan” and “Pecos Bill.” • Compare and contrast characters from “Paul Bunyan” and “John Henry.” • Demonstrate an understanding of the Tier 2 word feats. • Demonstrate an understanding of the Tier 2 word challenge. • Demonstrate an understanding of the multiple meaning word tracks.
Exercise/ Assessment	n/a	Exit Pass
Homework	n/a	

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Lesson Plan in 3rd ELA

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>Bell Ringer: What do you know about the word 'slate'?</p> <p>Lesson 3 The Open Road</p> <ul style="list-style-type: none"> • Use images to recount events • Identify themes • Review long vowel sounds, read multisyllable words • Sequence events 	<p>Bell Ringer: What do you know about the word 'postpone'?</p> <p>Lesson 4 The Wild Wood</p> <ul style="list-style-type: none"> • Discuss main idea and supporting details of text • Produce alternative ending • Review long vowel sounds, write multisyllable words • Demonstrate understanding of text 	<p>Bell Ringer: How do you demonstrate hospitality at home?</p> <p>Lesson 5 Mr. Badger</p> <ul style="list-style-type: none"> • Describe how characters demonstrate hospitality • Explain how characters' actions demonstrate specific themes • Review sounds and syllables, read multisyllable words • Demonstrate understanding of text 	<p>Bell Ringer: How do you identify the theme of the story?</p> <p>Lesson 6 Dulce Domum, Part I; Beginning-of Year Assessment</p> <ul style="list-style-type: none"> • Identify theme • Recount story, act out character's actions and feelings • Demonstrate understanding of text 	<p>Bell Ringer: What is the meaning of the word 'forage'?</p> <p>Lesson 7 Dulce Domum, Part II; Beginning-of Year Assessment</p> <ul style="list-style-type: none"> • Identify examples of hospitality • Explain how characters' actions demonstrate specific themes • Demonstrate understanding of text
ELA Standard	SL.3.4, RL.3.9, RF.3.3, RL.3.2	SL.3.2, W.3.3, RF.3.3, RL.3.1	SL.3.2, RL.3.3, RF.3.3, RL.3.1	RL.3.2, SL.3.4, RL.3.1	SL.3.2, RL.3.3, RL.3.1
Instruction	<ul style="list-style-type: none"> • Practice Story: "All's Well That Ends Well" Students will identify the themes of the story and students will sequence the events of a story. • Presenting the Read-Aloud: "The Open Road" Students will recount the events of the story using images. • Long Vowel Review Students will review long vowel sounds 	<ul style="list-style-type: none"> • Practice Story: "The Hungry Troll" • Read-Aloud: "The Wild Wood" • Students will discuss the main idea and supporting details of a text • Long Vowel Review Students will review long vowel sounds and practice writing • Alternate Endings Students will write collaboratively to produce an alternative 	<ul style="list-style-type: none"> • Practice Story: "The Hungry Troll" • Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. • Read-Aloud: "Mr. Badger" • Syllables with Consonant 'le' Students will review sounds and syllables with 'le' and practice 	<ul style="list-style-type: none"> • Reading: Chapter 1: "Where in the World Do These Tales Come From?" • Silent Reading Assessment "The Bug Hunt" and "The Snake" • Read-Aloud: "Mr. Badger" Students will identify a theme in a Read-Aloud text and provide 	<ul style="list-style-type: none"> • Reading: Chapter 1: "Aladdin and the Wonderful Lamp, Part I" Students will explain how characters' actions demonstrate specific story themes. • Assessment Silent Reading Assessment: "Moans at

	<p>and practice reading multisyllable words.</p> <ul style="list-style-type: none"> • Word Work: Slate 	<p>ending to a story.</p> <ul style="list-style-type: none"> • Word Work: Postpone 	<p>reading multisyllable words.</p> <ul style="list-style-type: none"> • Word Work: Summoned 	<p>examples to support the theme.</p> <ul style="list-style-type: none"> • Students will recount a story listening carefully to act out a character's actions and feelings 	<p>Midnight"</p> <ul style="list-style-type: none"> • Read-Aloud: "Dulce Domum: Part II" Students will identify examples of the theme of hospitality • Word Work: Forage
Exercise/ Assessment	AP 3.2	AP 4.2	AP 5.2	AP 6.1,6.2	AP 7.1, 7.8
Homework	n/a	n/a	n/a	n/a	n/a

Edmore Public School
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Lesson Plan in 2nd Mathematics

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Bell Ringer: Circle groups of 3 circles. (draw 6 circle) Complete the sentence: ____ groups of 3 is ____. 1.3 Determine the total number of objects in equal groups.	Bell Ringer: What is an array? 1.4 Determine the total number of objects in an array.	Bell Ringer: There are 2 rows of students. There are 3 students in each row. How many students are there in all? 1.5 Make an array to solve a word problem.	End Chapter Performance Task	Chapter Assessment
ELA Standard	2.OA.B.2, 2.OA.C.4	2.OA.B.2, 2.OA.C.4	2.OA.B.2, 2.OA.C.4	2.OA.B.2, 2.OA.C.4	2.OA.B.2, 2.OA.C.4
Instruction	<ul style="list-style-type: none"> Identify the number of groups and the number of objects in each group Write a repeated addition equation Tell how many objects there are in all 	<ul style="list-style-type: none"> Identify the number of rows and columns in an array Write a repeated addition equation Tell how many objects there are in all 	<ul style="list-style-type: none"> Explain when an array helps me solve a word problem Make an array to model the problem Use repeated addition to solve the problem. 	<ul style="list-style-type: none"> Do Chapter Performance Task Do Chapter Practice 	<ul style="list-style-type: none"> Do Chapter Test A and B
Exercise/ Assessment	Home and Practice	Home and Practice	Practice		
Homework	n/a		n/a		

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Lesson Plan in 3rd Mathematics

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Bell Ringer: What is an array? Chapter 1.3 Use an array to multiply.	Bell Ringer: Show the Commutative Property of Multiplication 1.4 Multiply factors in any order.	Bell Ringer: Divide 6 counters into 3 equal groups. How many counters are in each group? 1.5 Use division to find the size of equal groups.	Bell Ringer: Divide 10 counters into groups of 2. How many groups are there? 1.6 Use division to find the number of equal groups.	Bell Ringer: Use a number line. Find $10 \div 5$. 1.7 Use a number line to divide.
ELA Standard	3.OA.A.1, 3.OA.A.3	3.OA.A.1, 3.OA.A.3, 3.OA.B.5	3.OA.A.2, 3.OA.A.3	3.OA.A.2, 3.OA.A.3	3.OA.A.3
Instruction	<ul style="list-style-type: none"> • Identify the number of rows and columns in an array • Draw an array • Write a multiplication equation for an array 	<ul style="list-style-type: none"> • Use arrays to show the Commutative Property of Multiplication • Write two multiplication equations for an array • Use the Commutative Property of Multiplication 	<ul style="list-style-type: none"> • Model equal groups • Identify the size of equal groups • Write a division equation 	<ul style="list-style-type: none"> • Model equal groups • Identify the number of equal groups • Write a division equation 	<ul style="list-style-type: none"> • Use a number line to skip count backward. • Write repeated subtraction equations and a division equation.
Exercise/ Assessment	Apply and Grow Practice	Apply and Grow Practice	Apply and Grow Practice	Apply and Grow Practice	Apply and Grow Practice
Homework					

**Edmore Public School
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Lesson Plan in Science**

	Monday	Tuesday	Wednesday
Objectives	Bell Ringer: What is technology? Unit 1 Lesson 1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Bell Ringer: What is a criteria? Unit 1 Lesson 1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Bell Ringer: What is a constraint? Unit 1 Lesson 1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
ELA Standard	3-5-ETS1-1	3-5-ETS1-1	3-5-ETS1-1
Instruction	<ul style="list-style-type: none"> Discuss the criteria, desired features of the solution for the problem. 	<ul style="list-style-type: none"> Collaborate on planning a backpacking trip 	<ul style="list-style-type: none"> Identify limits and the role they play in problem solving and determining constraints.
Exercise/ Assessment	Exploration pp.8-10 in Student Book	Exploration 1 Hands-on activity	Exploration 2
Homework	n/a		n/a