

**Edmore Public School**  
**SY 2023-2024**  
**Lesson Plan in 2<sup>nd</sup> ELA**

<b>Week</b>	September 11-15, 2023
<b>Teacher</b>	Ms. Alayssa Agaloos

<b>Monday</b>	Bell Ringer: Read the following words: was, of, a.	
<b>Lesson</b>	<b>Skills:</b> Unit 1 Lesson 12: Tricky Words and Spelling Alternatives	<b>Knowledge:</b> Unit 2 Lesson 2: The Indus Valley, Part II
<b>ELA Standards</b>	RF.2.3f, RF.2.3a, RF.2.3d, RF.2.4a, RF.2.4b, RF.2.4c, L.2.2, L.2.4a, RL.2.1	SL.2.2, RI.2.3, L.2.5a, RI.2.2
<b>Objective &amp; Instruction</b>	<ul style="list-style-type: none"> <li>• Read and pronounce Tricky Words was, of, a</li> <li>• Blend one- and two-syllable words with double consonant letter-sound correspondences</li> <li>• Edit incorrectly written sentences</li> <li>• Read “The Chicken Nugget,” answer questions about text</li> <li>• Sequence events from “The Chicken Nugget”</li> </ul>	<ul style="list-style-type: none"> <li>• Review importance of Indus River and Himalaya Mountains</li> <li>• Explain importance of Indus River to Mohenjo-daro</li> <li>• Word Work: source</li> <li>• Identify components of early Indian civilizations</li> </ul>
<b>Exercise/ Assessment</b>	AP 12.2	AP 2.1

<b>Tuesday</b>	Bell Ringer:	
<b>Lesson</b>	<b>Skills 1:</b> Lesson 13 Basic Code Review: Two-Syllable Words with Short Vowels	<b>Knowledge:</b> Unit 2 Lesson 3: Hinduism
<b>ELA Standard</b>	RF.2.3a, RF.2.3d, L.2.2d, RF.2.4a, RF.2.4b, RL.2.1, RL.2.2, RL.2.3	SL.2.2, RI.2.3, L.2.5, L.2.5a, RI.2.2, W.2.8
<b>Objective &amp; Instruction</b>	<ul style="list-style-type: none"> <li>• Review double consonant sound/spellings</li> <li>• Blend sounds, combine syllables to form words</li> <li>• Read CVC, CVCC words; correctly write words with -ing</li> <li>• Read “The Chicken Nugget,” answer questions about text</li> </ul>	<ul style="list-style-type: none"> <li>• Review role of geography in formation of ancient Asian civilizations</li> <li>• Explain religion as key component of civilization, describe important aspect of Hinduism</li> <li>• Word Work: represents</li> <li>• Describe components of an early Asian civilization</li> </ul>
<b>Exercise/ Assessment</b>	AP 13.1, Observation, AP 13.3	AP 2.1, AP 3.1

<b>Wednesday</b>	Bell Ringer: What do you mean by unjust?
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<b>Lesson</b>	<b>Skills 1:</b> Lesson 14 Review: Tricky Words and Tricky Spelling 'g'	<b>Knowledge:</b> Unit 2 Lesson 4: The Tiger, the Brahman, and the Jackal
<b>ELA Standard</b>	RF.2.3f, RF.2.4a, RF.2.4b, RL.2.1, RL.2.2, RL.2.3	SL.2.1, RL.2.1, L.2.5, L.2.5a, RL.2.2
<b>Objective &amp; Instruction</b>	<ul style="list-style-type: none"> <li>• Read new Tricky Words</li> <li>• Review Tricky Words</li> <li>• Read words with Tricky Spelling 'g'</li> <li>• Sort and write words with Tricky Spelling 'g'</li> <li>• Read "The Snack Mix," answer questions about text</li> </ul>	<ul style="list-style-type: none"> <li>• Review important aspects of Hinduism</li> <li>• Identify trickster tales as fiction; describe characters, plot, setting of story</li> <li>• Word Work: unjust</li> <li>• Identify personification, sequence events from trickster tale</li> </ul>
<b>Exercise/ Assessment</b>	Observation	AP 4.1

<b>Thursday</b>	Bell Ringer: Spell the tricky word "she"	
<b>Lesson</b>	<b>Skills 1:</b> Lesson 15: Assessment and Review: Spelling Assessment and Tricky Spelling 'c'	<b>Knowledge:</b> Unit 2 Lesson 5: The Blind Men and the Elephant
<b>ELA Standard</b>		SL.2.2, RL.2.3, L.2.5, L.2.5a, W.2.3, L.2.1d
<b>Objective &amp; Instruction</b>	<ul style="list-style-type: none"> <li>• Spell one- and two-syllable words and the Tricky Word she.</li> <li>• Read "The Snack"</li> </ul>	<ul style="list-style-type: none"> <li>• Review "The Tiger, the Brahman, and the Jackal" as example of fiction</li> <li>• Describe characters, plot poem</li> <li>• Word Work: resembles</li> <li>• Write simile comparing part of elephant to another object</li> <li>• Form and use past tense verbs</li> </ul>
<b>Exercise/ Assessment</b>	Activity 15.1, 15.2, Cat Bandit Chart	AP 5.1

<b>Friday</b>	Give one meaning of the word "train"	
<b>Lesson</b>	<b>Skills:</b> Lesson 16 Review: Spelling Alternatives	<b>Knowledge:</b> Unit 2 Lesson 7: Buddhism
<b>ELA Standard</b>	RF.2.3e, RF.2.3a, RF.2.3f, RF.2.4a, RF.2.4b, RF.2.4c, RL.2.1, RF.2.3d, RF.2.3e, L.2.2d	SL.2.2, RL.2.3, L.2.5, L.2.5a, L.2.4, W.2.8

<b>Objective &amp; Instruction</b>	<ul style="list-style-type: none"> <li>• Review consonant digraphs sound/spellings</li> <li>• Circle letters to form words, write one-syllable words</li> <li>• Read “The Ham,” answer questions about text</li> <li>• Segment, blend, spell two-syllable words and Tricky Word how</li> </ul>	<ul style="list-style-type: none"> <li>• Identify important aspects of Hinduism, including significance of Diwali</li> <li>• Explain religion as component of civilization, describe important aspects of Buddhism</li> <li>• Word Work: conquer</li> <li>• Learn multiple meanings for word train</li> <li>• Plan for informational writing piece</li> </ul>
<b>Exercise/ Assessment</b>	AP 16.1	AP 7.1

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**Lesson Plan in 3<sup>rd</sup> Grade ELA**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson</b>	Unit 1 Lesson 12: The Return of Toad, Part 1	Unit 1 Lesson 13 The Return of Toad, Part II	Unit 1 Lesson 14 Classic Tales Continued	Unit 1 Lesson 15: Classic Tales Conclusion	Unit 2 Lesson 1 Animal Researchers (Meet Rattenborough)
<b>ELA Standard</b>	SL.3.2, W.3.1, RL.3.1, RF.3.3	SL.3.2, W.3.1, RL.3.1, RF.3.3	RL.3.1, RF.3.3, RL.3.9	RL.3.1, RF.3.3, RL.3.9	RI.3.7, RI.3.5, W.3.8, W.3.10, L.3.2e, RF.3.3
<b>Objectives &amp; Instruction</b>	<ul style="list-style-type: none"> <li>• Listen for examples of personification in a Read-Aloud Text</li> <li>• Revised an Opinion paragraph</li> <li>• Demonstrate spelling alternatives 'kn', 'wr', 'wh', and 'qu'</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss main idea and details</li> <li>• Write final draft of opinion paragraph</li> <li>• Demonstrate understanding of text</li> <li>• Review certain spelling alternatives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of text</li> <li>• Review r-controlled vowels</li> <li>• Identify characters, setting, plot</li> </ul>	<ul style="list-style-type: none"> <li>• Review r-controlled vowels</li> <li>• Identify the characteristics, setting, and plot in "The Open Road"</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and describe zoo animals, record observations</li> <li>• Define and identify text features</li> <li>• Write about experiences as animal researchers</li> <li>• Spell words with suffixes -ed, -ing</li> </ul>
<b>Exercise/ Assessment</b>	AP 12.1, 12.2, 12.3, 12.4, 12.5	AP 13.4, AP 13.1, AP 13.2	AP 14.1, AP 14.3	AP 15.1, 15.2, 15.3	AP 1.2, AP 1.4, AP 1.5

**Edmore Public School**  
**SY 2023-2024**  
**Lesson Plan in 2<sup>nd</sup> Grade Mathematics**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson &amp; Objective</b>	Bell Ringer: What do you mean by doubles?  Lesson 2.2: Use Doubles (Continuation)  Use the doubles plus 1 and doubles minus 1 strategies to find a sum.	Bell Ringer: Add: $4+6+5=?$  Lesson 2.3: Add Three Numbers  Add three numbers.	Bell Ringer: Add $8+7=?$  Lesson 2.4: Make a 10 to Add  Use the make a 10 strategy to add two numbers.	Bell Ringer: Solve this: $12-7=?$  Lesson 2.5: Count on and Count Back to Subtract  Use the count on and count back strategies to find a difference.	Bell Ringer: Add: $6+9=?$ ; $15-6=?$  Lesson 2.6: Relate Addition and Subtraction  Write related addition and subtraction equations.
<b>ELA Standard</b>	2.OA.A.1, 2.OA.B.2	2.OA.A.1, 2.OA.B.2	2.OA.A.1, 2.OA.B.2, 2.NBT.B.5	2.OA.A.1, 2.OA.B.2, 2.NBT.B.5	2.OA.A.1, 2.OA.B.2, 2.NBT.B.5
<b>Instruction</b>	Do activities on the book pp 48-52	<ul style="list-style-type: none"> <li>Do activities on the book pp. 53-58</li> </ul>	<ul style="list-style-type: none"> <li>Do activities on the book pp. 59-64</li> </ul>	<ul style="list-style-type: none"> <li>Do activities on the book pp. 65-70</li> </ul>	<ul style="list-style-type: none"> <li>Do activities on the book pp.71-76</li> </ul>
<b>Exercise/ Assessment</b>	Practice	Show and Grow	Show and Grow	Show and Grow	Show and Grow

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**Lesson Plan in 3<sup>rd</sup> Mathematics**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson &amp; Objectives</b>	Bell Ringer: $5 \times 2 = ?$  Lesson 2.1: Multiply by 2 (Continuation)  Find the product of a number and 2	Bell Ringer: $8 \times 5 = ?$  Lesson 2.2: Multiply by 5  Find the product of a number and 5.	Bell Ringer: $4 \times 10 = ?$  Lesson 2.3: Multiply by 10  Find the product of a number and 10	Bell Ringer: $4 \times 1 = ?$  Lesson 2.4: Multiply by 0 or 1  Find the product of a number and 0.  Find the product of a number and 1.	Bell Ringer: Complete the equation: $3 \times 7 = \underline{\quad}$ $\times (5+2)$  Lesson 2.5: Use the Distributive Property  Use the Distributive Property to multiply
<b>ELA Standard</b>	3.OA.A.3, 3.OA.A.4, 3.OA.C.7, 3.OA.D.9	3.OA.A.3, 3.OA.A.4, 3.OA.C.7, 3.OA.D.9	3.OA.A.3, 3.OA.A.4, 3.OA.C.7, 3.OA.D.9	3.OA.A.3, 3.OA.A.4, 3.OA.B.5, 3.OA.C.7, 3.OA.D.9	3.OA.A.3, 3.OA.A.4, 3.OA.B.5, 3.OA.C.7
<b>Instruction</b>	Do activities on the book pp. 53-58	<ul style="list-style-type: none"> <li>Do activities on the book pp. 59-64</li> </ul>	<ul style="list-style-type: none"> <li>Do activities on the book pp. 65-70</li> </ul>	<ul style="list-style-type: none"> <li>Do activities on the book pp. 71-76</li> </ul>	<ul style="list-style-type: none"> <li>Do activities on the book pp. 77-82</li> </ul>
<b>Exercise/Assessment</b>	Show and Grow	Show and Grow	Show and Grow	Show and Grow	Show and Grow

**Edmore Public School**  
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**Lesson Plan in 3<sup>rd</sup> Science & Social Studies**

	Science			Social Studies	
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson &amp; Objectives</b>	<p>Bell Ringer: How can learning more details about needs help you think about solutions to a problem?</p> <p>Unit 1 Lesson 2: How can We Design a Solution</p> <p>By the end of the lesson, students will be able to consider constraints and criteria and brainstorm to design a solution to a problem.</p>	<p>Bell Ringer: What is a solution?</p> <p>Unit 1 Lesson 2: How can We Design a Solution</p> <p>By the end of the lesson, students will be able to consider constraints and criteria and brainstorm to design a solution to a problem.</p>	<p>Bell Ringer: What is a solution?</p> <p>Unit 1 Lesson 2: How can We Design a Solution</p> <p>By the end of the lesson, students will be able to consider constraints and criteria and brainstorm to design a solution to a problem.</p>	<p>Bell Ringer: Give one landform in ND.</p> <p>Chapter 1 Lesson 1: Land and Water</p> <ul style="list-style-type: none"> <li>Understand that regions have similar physical and cultural characteristics.</li> <li>Locate regions on a map</li> </ul>	<p>Bell Ringer: Give one bodies of water in ND.</p> <p>Chapter 1 Lesson 1: Land and Water</p> <ul style="list-style-type: none"> <li>Understand that regions have similar physical and cultural characteristics.</li> <li>Locate regions on a map</li> </ul>
<b>ELA Standard</b>	DCI ETS 1.A	DCI ETS 1.A	DCI ETS 1.A	G.3.5.1, G.3.5.2, G.3.5.3, G.3.5.4, G.3.5.5, G.3.5.6, G.3.5.7, G.3.5.8	G.3.5.1, G.3.5.2, G.3.5.3, G.3.5.4, G.3.5.5, G.3.5.6, G.3.5.7, G.3.5.8
<b>Instruction</b>	<ul style="list-style-type: none"> <li>Do Exploration 2 pp. 27-28</li> </ul>	<ul style="list-style-type: none"> <li>Do Hands-on Activity p.29</li> <li>Student will model irrigation</li> </ul>	<ul style="list-style-type: none"> <li>Do Hands-on Activity pp. 30-31</li> </ul>	<ul style="list-style-type: none"> <li>Discuss book pp. 8</li> </ul>	<ul style="list-style-type: none"> <li>Do Lesson Check</li> </ul>
<b>Exercise/Assessment</b>	Exploration 2	Model irrigation system	Hands-on questions (Recording of results)	Reading Check	Lesson 1 Check

