

## Sample Plan Grade 2 • Setting Up for Small Group

Whole Class *Read Well 2 Start-Up Unit*, *Read Well 2 Spelling and Writing Conventions* • Preludes, *Read Well 1 Composition*(skip cycle).

Note: *Read Well 1 Composition* lessons will be implemented starting with Unit 6. Lesson plans have been adjusted for second grade students and include the Focus Lessons for Units 1-7. Handwriting practice for Units 1-7 have been omitted. The skip cycle schedule is outlined on Day 7.

When teaching whole class, lesson parts can be separated in time (e.g., Morning Decoding Practice, Recess, Story Reading . . . Comp and Skill Work after lunch).

Day 1	<i>Read Well 2 Start-Up Unit</i> Reproducibles on RW2 CD	<i>Read Well 2 Spelling and</i> <i>Writing Conventions</i>	<i>Read Well 1 Composition</i>
	<p style="text-align: center;"><b>Start-Up, Day 1</b></p> <p>15-20 minutes <b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Teach Expectations Exercise 1</li> </ul> <p>.....</p> <p>20-25 minutes <b>Story Reading</b></p> <ul style="list-style-type: none"> <li>• Teach Expectations</li> <li>• Story Opener</li> <li>• Vocabulary, Chapter 1</li> <li>• Miss Tam’s Bittersweet Day, Chapter 1</li> <li>• Focus Lesson: Main Idea</li> </ul> <p>.....</p> <p>20-25 minutes <b>Comprehension and Skill Work</b></p> <ul style="list-style-type: none"> <li>• Activity 1</li> <li>• Handwriting/Paragraph</li> </ul>	<p><b>Start on Day 2</b></p>	<p style="text-align: center;"><b>Unit 1 Skill Work Only</b></p> <p>15 minutes <b>Skill Work: Focus Lesson</b></p> <ul style="list-style-type: none"> <li>• Review Expectations</li> <li>• Capital Letters, Proper Names, Drawing Faces</li> </ul> <p>.....</p> <p style="text-align: center;"><b>Unit 2 Skill Work Only</b></p> <p>15 minutes <b>Skill Work: Focus Lesson</b></p> <ul style="list-style-type: none"> <li>• Sentence Writing With Picture Words</li> </ul>
Day 2	<i>Read Well 2</i>	<i>Read Well 2 Spelling and Writing</i> <i>Conventions</i>	<i>Read Well 1 Composition</i>
<p><b>Continued Focus on Expectations • Positive</b> Descriptive Feedback</p>	<p style="text-align: center;"><b>Start-Up, Day 2</b></p> <p>20 minutes <b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Exercise 2</li> </ul> <p>.....</p> <p>20 minutes <b>Story Reading</b></p> <ul style="list-style-type: none"> <li>• Vocabulary, Chapter 2</li> <li>• Miss Tam’s Bittersweet Day Chapter 2</li> <li>• Focus Lesson: Main Idea</li> </ul> <p>.....</p> <p>15 minutes <b>Comprehension and Skill Work</b></p> <ul style="list-style-type: none"> <li>• Activity 2</li> <li>• Handwriting/ Fluency</li> </ul>	<p style="text-align: center;">[Use Reproducibles until Unit 1] <b>Start-Up Unit, Day 1</b></p> <p>5-10 minutes <b>Alphabet Routines</b></p> <ul style="list-style-type: none"> <li>• ABC Cheer &amp; Poem</li> </ul> <p>.....</p> <p>20 minutes <b>Spelling and Dictation</b></p> <ul style="list-style-type: none"> <li>• Dictation</li> </ul>	<p style="text-align: center;"><b>Unit 3 Skill Work Only</b></p> <p>15 minutes <b>Skill Work: Focus Lesson</b></p> <ul style="list-style-type: none"> <li>• Alphabetical Order A-I</li> </ul> <p>.....</p> <p style="text-align: center;"><b>Unit 6</b></p> <p>10-15 Minutes <b>Read Aloud</b></p> <ul style="list-style-type: none"> <li>• <i>I Like Me!</i></li> </ul> <p>.....</p> <p>15 minutes <b>Story Writing: Unit 6 Cover</b></p>

Day 3	<i>Read Well 2</i>	<i>Read Well 2 Spelling and Writing Conventions</i>	<i>Read Well 1 Composition</i>
<b>Continued Focus on Expectations • Positive</b> Descriptive Feedback	<p align="center"><b>Start-Up, Day 3</b></p> 15 minutes <b>Decoding Practice</b> <ul style="list-style-type: none"> <li>Exercise 3</li> </ul> <hr/> 15 minutes <b>Story Reading</b> <ul style="list-style-type: none"> <li>Vocabulary, Chapter 3</li> <li>Miss Tam’s Bittersweet Day Chapter 3</li> <li>Focus Lesson: Character Web</li> </ul> <hr/> 20 minutes <b>Comprehension and Skill Work</b> <ul style="list-style-type: none"> <li>Activity 3</li> <li>Handwriting/ Assessment</li> </ul>	<p align="center"><b>Start-Up Unit, Day 2</b></p> 5-10 minutes <b>Alphabet Routines</b> <ul style="list-style-type: none"> <li>ABC Cheer &amp; Poem</li> </ul> <hr/> 20 minutes <b>Spelling and Dictation</b> <ul style="list-style-type: none"> <li>Dictation</li> </ul>	<p align="center"><b>Unit 5 Focus Lesson Only</b></p> 15 minutes <b>Skill Work: Focus Lesson</b> <ul style="list-style-type: none"> <li>Alphabetical Order J-R (Word Wall)</li> </ul> <hr/> 10-15 minutes <b>Story Writing: Unit 6 Beginning</b> <hr/> 10-15 minutes <b>Story Writing: Unit 6 Middle</b>
Day 4	<i>Read Well 2</i>	<i>Read Well 2 Spelling and Writing Conventions</i>	<i>Read Well 1 Composition</i>
<b>Continued Focus on Expectations • Positive</b> Descriptive Feedback	<p align="center"><b>Start-Up, Day 4</b></p> 15 minutes <b>Decoding Practice</b> <ul style="list-style-type: none"> <li>Exercise 4</li> </ul> <hr/> 20 minutes <b>Story Reading</b> <ul style="list-style-type: none"> <li>Vocabulary Chapter 4</li> <li>Miss Tam’s Bittersweet Day, Chapter 4</li> <li>Focus Lesson: Story Retell</li> </ul> <hr/> 15 minutes <b>Comprehension and Skill Work</b> <ul style="list-style-type: none"> <li>Activity 4 (2-page prompted retell)</li> </ul>	<p align="center"><b>Start-Up Unit Day 3</b></p> 5-10 minutes <b>Alphabet Routines</b> <ul style="list-style-type: none"> <li>ABC Cheer &amp; Poem</li> </ul> <hr/> 20 minutes <b>Spelling and Dictation</b> <ul style="list-style-type: none"> <li>Dictation</li> </ul>	<p align="center"><b>Unit 7 Focus Lesson Only</b></p> 15 minutes <b>Skill Work: Focus Lesson</b> <ul style="list-style-type: none"> <li>Alphabetical Order S-Z (Word Wall)</li> </ul> <hr/> 10-15 minutes <b>Story Writing: Unit 6 End</b> <hr/> 10-15 minutes <b>Journal Writing • Unit 2 Cover</b> (TE p.52)

Day 5	Read Well 2	Read Well 2 Spelling and Writing Conventions	Read Well 1 Composition
<p style="text-align: center;"><b>Continue Expectations</b> ★Begin teaching expectations for transitions</p>	<p style="text-align: center;"><b>Start-Up, Day 5</b></p> <p>15 minutes <b>Decoding Practice</b></p> <ul style="list-style-type: none"> <li>Exercise 1 (review)</li> </ul> <p>.....</p> <p>20 minutes <b>Story Reading</b></p> <ul style="list-style-type: none"> <li>Teacher’s Choice Read Aloud*</li> <li>Oral Story Retell*</li> </ul> <p>.....</p> <p>15 minutes <b>Comprehension and Skill Work</b></p> <ul style="list-style-type: none"> <li>Activity 6</li> <li>Activity 7</li> </ul>	<p style="text-align: center;"><b>Start-Up Unit Day 4</b></p> <p>5-10 minutes <b>Alphabet Routines</b></p> <ul style="list-style-type: none"> <li>ABC Cheer &amp; Poem</li> </ul> <p>.....</p> <p>15-20 minutes <b>Spelling and Dictation</b></p> <ul style="list-style-type: none"> <li>Dictation</li> </ul>	<p style="text-align: center;"><b>Unit 6</b></p> <p>15 minutes <b>Skill Work: Focus Lesson</b></p> <ul style="list-style-type: none"> <li>Articles and Plurals</li> </ul> <p>.....</p> <p>15 minutes <b>Story Writing:</b> Student Polish and Share (Partner Share)</p> <p>.....</p> <p><b>Journal Writing • Framed</b></p> <p>I like my _____.</p> <p>I like to _____.</p> <p>My _____ is _____.</p> <p>(TE p.167)</p>
Day 6	Read Well 2	Read Well 2 Spelling and Writing Conventions	Read Well 1 Composition
<p style="text-align: center;"><b>Continue Expectations</b> ★Begin teaching expectations for transitions</p>	<p style="text-align: center;"><b>Start-Up, Day 6</b></p> <p>15 minutes <b>Decoding Practice</b></p> <ul style="list-style-type: none"> <li>Exercise 1 (review)</li> </ul> <p>.....</p> <p>20 minutes <b>Story Reading</b></p> <ul style="list-style-type: none"> <li>Teacher’s Choice Read Aloud*</li> <li>Oral Story Retell*</li> </ul> <p>.....</p> <p>15 minutes <b>Comprehension and Skill Work</b></p> <ul style="list-style-type: none"> <li>Start Vocabulary Log* ordinary, bittersweet</li> </ul>	<p style="text-align: center;"><b>Start-Up Unit Day 5</b></p> <p>5-10 minutes <b>Alphabet Routines</b></p> <ul style="list-style-type: none"> <li>ABC Cheer &amp; Poem</li> </ul> <p>.....</p> <p>15-20 minutes <b>Spelling and Dictation</b></p> <ul style="list-style-type: none"> <li>Dictation</li> </ul>	<p style="text-align: center;"><b>Unit 6</b></p> <p>15 minutes <b>Skill Work: Focus Lesson</b></p> <ul style="list-style-type: none"> <li>Articles and Plurals</li> </ul> <p>.....</p> <p>Option 1 45 minutes <b>Read Aloud</b> (review) <i>I Like Me</i> <b>Story Writing:</b> Unit 6 template: Write an imaginative narrative</p> <p>.....</p> <p>Option 2 10-15 minutes <b>Journal Writing • Traditional</b> Things I Like (TE p.166)</p> <p>For ELL and Low Performing Students <b>Journal Writing • Sentence Pattern</b> I like my . . . (TE p.168)</p>

\* See handout.

## Move Into Small Groups for Reading

Day 7	<i>Read Well 2</i>	<i>Read Well 2 Spelling and Writing Conventions</i>	<i>Read Well 1 Composition Grade 2 Plan</i>
Continued Focus on Expectations	Students move into mastery-based small groups for reading lessons.	<p>Spelling and Writing Conventions may continue as a whole class with low performers being pulled out for spelling in intervention groups.</p> <p>Teachers to determine whether to continue with Preludes A-E or Unit 1.</p>	<p><i>Continue Whole Class</i>  <i>See below for recommendations.</i></p> <p>Unit 8 Imaginative Narrative            Unit 9 (Optional-Story Retell)            Unit 10 Skip            Unit 11-12 Mammal Report            Unit 13 (Optional Retell)            Unit 14 Personal Narrative (Wishes)            Unit 15 Problem/Solution Narrative            Unit 16 Imaginative Narrative/Similes            Unit 17-18: Animal of the Sea Reports            Unit 19: Problem/Solution Narrative            Unit 20: Letter            Unit 21: Personal or Imaginative Narrative            Unit 22: Tall Tale Narrative            Unit 23: Persuasive            Unit 24-25: Frog Report            Unit 26: Personal or Imaginative Narrative/Family            Unit 27: Family Book            Unit 28 Rain Forest Report            Unit 29 Rain Forest Report            Unit 30 Rain Forest Animals</p>

• *Composition 1 in Grade 2: If students have had Composition 1 in Grade 2, begin with a review of Unit 8, 14, 15, 16, 17-18 (new topic) etc.* While reviewing, you may wish to use other read alouds to complement the genre; however young children love hearing a favorite story over and over again. With expository units, change the topic to reflect 2nd grade social studies or science units.