Distance Learning Lesson Plan Teacher Name: 2nd Grade

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ENGLISH/ LANGUAGE ARTS | | | | |
| Week of: | | Schoolwires Landing Page: | | |
| Day | Learning Goal(s) | Lesson Description(s) | Est. Time to Complete | Work to be Submitted |
| Monday | I can identify syllables  I can identify and describe main idea. | **Online Learning**:   1. Log into Connect Ed and Complete “Phonemic Awareness Syllables” activity. 2. Complete Phonics: Blend with Long “e” activity. 3. Watch: Weekly Opener: Weather Alert 4. Complete “Unit 3 Week 4 : Vocabulary Review Day 1”. 5. Complete Your Turn Pages P. 131 Vocabulary Worksheet 6. Read “Tornado” Page 230-235 with a sibling, parent, or favorite stuffed animal.   **Paper-Based Learning**:   1. Review Vocabulary Words P. 228-229 in Reading/Writing Workshop Reading Packet 2. Read “Tornado” Page 230-235 with a sibling, parent, or favorite stuffed animal. 3. In a journal or notebook, explain how weather affects us. Use key details from the text to support your answer. | 30 minutes- 1 hour | **Online Learning**:  Unit 3 Week 4 :Vocabulary Review Day 1  Your Turn Pages Vocabulary Activity P.131 (Day 1)  **Paper-Based Learning**:  Your Turn Pages Vocabulary Activity P.131 |
| Tuesday | I can identify the long “e” sounds in words  I can identify and describe main idea. | **Online Learning**:  1. Watch long “e” video: <https://www.youtube.com/watch?v=4nePp5UboYY>  2. Do phonics activity: Build Words with Long E  3. Complete Interactive Read Aloud: Clouds all Around.  4. Complete Your Turn Boo Pages 133-135: Main Idea and Key Details  **Paper-Based Learning**:  1. Orally review vocabulary words  2.Re-read “Tornado” Page 230-235 reading packet. Discuss the Main idea with a parent or friend. | 30 minutes- 1 hour | **Online Learning**:  Unit 3 Week 4 : YouTube video  Your Turn Practice Book P. 133-135  Read AR book for 20 minutes  **Paper-Based Learning**  Your Turn Practice Book P. 133-135  Read AR book for 20 minutes |
| Wednesday | I can identify plurals –s and -es  I can identify and describe main idea. | **Online Learning**:   1. Watch the plural video on YouTube: <https://www.youtube.com/watch?v=lD1OaD4FBqM> 2. Complete “Plurals –s, -es activity: Your Turn Practice Page 132 3. Read “Wild Weather” (Literature Anthology Book) Pages 280-289   **Paper-Based Learning**:   1. Review oral vocabulary 2. Complete “Plurals –s, -es activity: Your Turn Practice Page 132 3. Read “Wild Weather” (Literature Anthology Book) | 30 minutes- 1 hour | **Online Learning**  **Paper-Based Learning**:  Complete “Plurals –s, -es activity: Your Turn Practice Page 132 |
| Thursday | I can identify plurals –s and -es  I can identify the main idea and key details. | **Online Learning**:   1. Review Vocabulary Words 2. Re-Read “Wild Weather” (Literature Anthology Book) Pages 280-289 3. Complete Text Evidence questions 1-4 on page 291. Submit answers to your teacher via remind, email, or Teams.   **Paper-Based Learning**:   1. Review Vocabulary Words 2. Re-Read “Wild Weather” (Literature Anthology Book) Pages 280-289 3. Complete Text Evidence questions 1-4 on page 291. Submit answers to your teacher via remind, email, or Teams. | 30 minutes- 1 hour | **Online Learning**:   1. Text Evidence questions 1-4 on page 291. Submit answers to your teacher via remind, email, or Teams.   **Paper-Based Learning**:   1. Text Evidence questions 1-4 on page 291. Submit answers to your teacher via remind, email, or Teams. |
| Friday | I can identify and describe main idea. | **Online Learning**:   1. Read AR book for 20 minutes   **Paper-Based Learning**:   1. Read AR book for 20 minutes | 20-30 minutes | Take AR test if you feel you’re ready! |
| Contact Information: | | Office Hours: | SOAR Intervention/ Enrichment:  Online: Complete 45 minutes of I-Ready Reading | |