



### DAILY PLAN

### WEEK'S

### SKILLS

|                  |                                                                                                                                                                                                                                                                                                                          |                                                                                                                 |                                                                                                                             |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>MONDAY</b>    | <b>Phonics/Grammar</b><br>- Digraphs<br>- Irregular Plural Nouns<br>- Question Marks with Dialogue<br><b>Shared Reading</b><br>- Read: "Fred"<br>- Listen to Read: "Fred"<br>- Complete pp. 54 & 55 in R/W<br><b>Writing</b><br>- Pg. 57 in R/W Composition                                                              | <b>Phonics</b><br>Digraphs<br>Cch, th, sh, wh, ph, nh, ng                                                       | <b>High Frequency Words</b><br>these      learn<br>short      my<br>walk      isn't<br>seven      today<br>eight      early |
| <b>TUESDAY</b>   | <b>Phonics/Grammar</b><br>- Base Words<br>- Suffixes: ful, less<br>- Antonyms<br><b>Shared Reading</b><br>- Read: "Fred"<br>- Listen to Read: "Cinderella and Friends" in student's textbook<br>- Complete pp. 56 & 57 in student workbooks<br><b>Writing</b><br>- Pg. 58 in R/W Composition                             | <b>Grammar</b><br>• Irregular Plural Nouns<br>• Question Marks with Dialogue                                    | <b>Structural Analysis</b><br>Suffixes: ful, less                                                                           |
| <b>WEDNESDAY</b> | <b>Phonics/Grammar</b><br>- Digraphs<br>- Irregular Plural Nouns<br>- Question Marks with Dialogue<br><b>Shared Reading</b><br>- Read: "Fred"<br>- Listen to Read: "Cinderella and Friends" in student's textbook<br>- Complete pp. 58 & 59 in student workbooks<br><b>Writing</b><br>- Finish pg. 58 in R/W Composition | <b>Vocabulary</b><br>believe      delicious<br>rider      fond<br>lessons      memorable<br>wheels      stories | <b>Vocabulary Strategy</b><br>• Base Words<br>• Antonyms                                                                    |
| <b>THURSDAY</b>  | <b>Phonics/Grammar</b><br>- Base Words<br>- Suffixes: ful, less<br>- Antonyms<br><b>Shared Reading</b><br>- Complete pp. 62 (Integrated) & 63 in R/W Composition                                                                                                                                                         | <b>Essential Question</b><br>What can animals in stories teach us?                                              | <b>Shared Read</b><br>The Boy Who Cried Wolf                                                                                |
| <b>FRIDAY</b>    | <b>Phonics/Grammar</b><br>- Review all skills from the week<br><b>Shared Reading</b><br>- Selection Text: "What? What?"                                                                                                                                                                                                  | <b>Main Story</b><br>Wolf! Wolf!                                                                                | <b>Paired Read</b><br>Cinderella and Friends                                                                                |
|                  |                                                                                                                                                                                                                                                                                                                          | <b>Reading Skills</b><br>• Author's Purpose<br>• Sequence<br>• Characters                                       | <b>Reading Strategy</b><br>Freewriting                                                                                      |

# Understanding By Design Second Grade Unit Plans

**Ensheng Dong**



## **Understanding By Design Second Grade Unit Plans:**

## The Enigmatic Realm of **Understanding By Design Second Grade Unit Plans**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **Understanding By Design Second Grade Unit Plans** a literary masterpiece penned by way of a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of those that partake in its reading experience.

<https://movement.livewellcolorado.org/book/browse/HomePages/Sol%20S%20Solstice%20New%20Beginnings%20Volume%201.pdf>

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### **Understanding By Design Second Grade Unit Plans Introduction**

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