## Edmore Public School <br> SY 2023-2024 <br> Lesson Plan in $2^{\text {nd }}$ ELA

| Week | November 20-24, 2023 |
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| Teacher | Ms. Alayssa Agaloos |
| Note | November 23-24- Thanksgiving Break (No School) |


| Monday | Give 3 words with /oe/ | Lesson 9 Oedipus and the Riddle of the Sphinx |
| :---: | :--- | :--- |
| Lesson | Lesson 10 Assessment: Spelling Assessment | RL.2.2, L.2.5a, L.2.1e, W.2.3, W.2.5 |
| ELA <br> Standard | L.2.2d, RF.2.3a, RF.2.3b, RF.2.4a, RL.2.1 | $\bullet$ <br> Word Work: insisted, <br> Demonstrate understanding of insistent, insistently |
|  <br> Instruction | $\bullet$ Answer questions with words that feature /oe/ | AP 8.1, AP 9.1 |
| Exercise/ <br> Assessment | AP 10.1, AP 10.3 |  |


| Tuesday | Read and tell the vowel sound of the word bite |  |
| :---: | :--- | :--- |
| Lesson | Lesson 11 Spelling Alternatives: The /ie/ Sound and Its <br> Spellings | Lesson 10 Atalanta and the Golden Apples |
| ELA <br> Standard | RF.2.3a, RF.2.3b, RF.2.4a, L.2.4a, RL.2.1, RF.2.3d, RF.2.3 | RL.2.3, L.2.5a, W.2.3, W.2.6, SL.2.4 |
|  <br> Instruction | $\bullet$ Read words with /ie/ sound/spellings | Word Work: resist <br> Publish Greek myths |
| Exercise/ <br> Assessment | AP 11.1, AP 11.2, AP 11.3 |  |


| Wednesday | Give 3 words with /ie/ |  |
| :---: | :--- | :--- |
| Lesson | Lesson 12 Spelling Alternatives and Grammar: Review /ie/ and <br> Common and Proper Nouns | Domain Review |
| ELA <br> Standards | RF.2.3a, RF.2.3c, RF.2.4a, L.2.1 | RL.2.3, L.2.5a, W.2.3, W.2.6, SL.2.4 |
|  <br> Instruction | Review sound/spellings, read and compare oneand two- <br> syllable words | Explain that the ancient Greeks worshipped <br> many gods and goddesses |
| Exercise/ <br> Assessment | AP 12.1 |  |

Lesson Plan in $3^{\text {rd }}$ Grade ELA

|  | Monday | Tuesday |  |
| :---: | :---: | :---: | :---: |
| Bell Ringer | Define attributes | Who is Cupid? | What do you mean by opinion? |
| Lesson | Lesson 5 The Punic Wars | Lesson 6 "Daily Roman Life, Part 1" and "Cupid and Psyche" | Lesson 7 "Daily Roman Life, Part 2" and "The Sword of Damocles" |
| ELA Standard | RI.3.2, L.3.2g, W.3.8 | $\underset{\substack{\text { RI.3.1, RI.3.2, RL.3.1, RL.3.6, W.3.8, } \\ \text { L.3.2f }}}{ }$ | $\underset{\substack{\text { RI.3.1, } \\ \text { L.3.1e }}}{\text { RI.3.2, RL.3.3, W.3.1, L.3.1d, }}$ |
| Objectives \& Instruction | - Summarize and categorize information about ancient Rome | - Compare predictions and outcomes of myth "Cupid and Psyche" | - Analyze Damocles, explain how his actions caused events to occur <br> - Outline an opinion essay |
| Exercise/ Assessment | AP 5.2, AP 5.3, AP 5.4 | AP 6.1, AP 6.2 | AP 7.1, AP 6.4, AP 7.3 |

## Lesson Plan in $\mathbf{2}^{\text {nd }}$ Grade Mathematics

|  | Monday | Tuesday | Wednesday |
| :---: | :--- | :--- | :--- |
| Bell Ringer | $\begin{array}{l}\text { What is the place value of a one- } \\ \text { digit number? }\end{array}$ | $\begin{array}{l}\text { Tell the place value of this } \\ \text { number:34 }\end{array}$ | $\begin{array}{l}\text { Tell the place value of this } \\ \text { number: 56 }\end{array}$ |
| Lesson \& Objective | $\begin{array}{ll}\text { Lesson 6.1: Model and Regroup to } \\ \text { Subtract }\end{array}$ | $\begin{array}{l}\text { Lesson 6.2: Use Models to } \\ \text { Subtract a One-Digit Number } \\ \text { From a Two-Digit Number } \\ \text { Use models and regrouping to } \\ \text { subtract a one-digit }\end{array}$ | $\begin{array}{l}\text { Lesson 6.3: Use Models to } \\ \text { Subtract Two-Digit Numbers }\end{array}$ |
| Use models to subtract a one- |  |  |  |
| digit number from a two-digit |  |  |  |
| number. |  |  |  |\(\left.\quad \begin{array}{l}Use models to subtract a two-digit <br>

number from a twodigit number\end{array}\right\}\)

| Assessment |  |  |  |
| :---: | :---: | :---: | :---: |
| Lesson Plan in $3^{\text {rd }}$ Mathematics |  |  |  |
|  | Monday | Tuesday | Wednesday |
| Bell Ringer | Write the equation in vertical form then solve: 343-158 | What do you mean by Some and Some More? | What do you mean by Some Went Away? |
| Lesson \& Objectives | Lesson 19: Subtracting Three-Digit Numbers, Part 1 a. Subtract threedigit numbers without regrouping | Lesson 20: Some Went Away Stories, Part 1 <br> a. Translate a story problem about separating into a number sentence to solve the problem | Investigation 2: Working with Money <br> Exchange money with a partner to model two- and three-digit addition and subtraction |
| Curriculum Standard | 3.NO.CC. 1 3.NO.NBT. 2 <br> 3.NO.NBT. 3 3.NO.NBT. 4 <br> 3.NO.NF. 2 3.NO.NF. 3 3.NO.NF. 5 <br> 3.AR.OA. 1 3.AR.OA. 3 3.AR.OA. 5 | 3.NO.CC. 1 3.NO.NBT. 2 <br> 3.NO.NBT. 3 3.NO.NBT. 4 <br> 3.NO.NF. 2 3.NO.NF. 3 3.NO.NF. 5 <br> 3.AR.OA. 1 3.AR.OA. 3 3.AR.OA. 5 | 3.NO.CC. 1 3.NO.NBT. 2 3.NO.NBT. 3 3.NO.NBT. 4 3.NO.NF. 2 3.NO.NF. 3 3.NO.NF. 5 3.AR.OA. 1 3.AR.OA. 3 3.AR.OA. 5 |
| Instruction | - Student book p. 109 | - Student book pp. 115 | - Student book pp. 119 |
| Exercise/ | Written Practice | Written Practice |  |

## Lesson Plan in $3^{\text {rd }}$ Science \& Social Studies

|  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: |
|  | Monday | Tuesday | Wednesday |
| Bell Ringer | What is magnetic force? | What is magnetic force? |  |
| Lesson \& Objectives | Unit 2 Lesson 3: What Forces Act from a Distance? <br> Define a simple design problem that can be solved by applying scientific ideas about magnets | Unit 2 Lesson 3: What Forces Act from a Distance? <br> Define a simple design problem that can be solved by applying scientific ideas about magnets | Chapter 1 Lesson 4: Interacting With the Environment <br> Know how people affect the environment |
| Standard | 3-PS2-2 3-PS2-4 | 3-PS2-2 3-PS2-4 | $\begin{aligned} & \text { G.3.5.1, G.3.5.2, G.3.5.3, G.3.5.4, } \\ & \text { G.3.5.5, G.3.5.6 } \end{aligned}$ |
| Instruction | - Discuss 112-114 | - Discuss 115-116 | - Discuss pp. 35 |
| Exercise/ Assessment | Exploration | Exploration | Lesson Check Up |

Lesson Plan in Special Subjects

| Subject | Schedule | Lesson |
| :--- | :--- | :--- |
| PhyEd | Monday-Friday | Striking with Manipulative |
| STEM | Tuesday | No STEM for this week |
| Music | Tuesday and Thursday | Christmas Song Rehearsal |
| Arts | Friday | Hand Letter Card Art |
| Health | Wednesday | Time Management and Goal Setting |

