

6-Weeks at-a-Glance: Arts & Letters + RGR
Grade 2: Module 1

Arts & Letters instruction gives students in elementary grades ample time for whole group, small group, and independent instruction. Students learn and practice Reading, Writing, Speaking, Listening, and Language skills throughout lessons, as part of our integrated approach.

Essential Question: How does seasonal change affect nature and people? (for the entire Module)					
Arc A: "September"					
	Monday December 1	Tuesday December 2	Wednesday December 3	Thursday December 4	Friday December 5
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
RGR HD Word Unit 1	Oral Reading Procedure TG1 pp. 1-9	Phonemic Awareness TG1 pp. 11-23	Phonics Concept Day 1 TG1 pp. 25-36	Phonics Concept Day 2 TG1 pp. 37-46	Student Practice TG1 pp. 47-56 & Student Workbook
30 min	Per Unit Planner: Handwriting, Small group spelling and High-Frequency Word Practice, Decodable Passage, Reading & Vocabulary Playgrounds				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Arts & Letters	Opening Bookend				
60 min					
Launch	Read the Essential Question 2 min. <i>Whole Group</i>	Wonder: What do I notice and wonder about this text? "September," Sharon Ruth Gill and Lee Hodges	Organize: What is happening in this text? "September," Sharon Ruth Gill and Lee Hodges	Reveal: What does a deeper look at the poet's words reveal? "September," Sharon Ruth Gill and Lee Hodges	Distill: What is a central idea in this text? "September," Sharon Ruth Gill and Lee Hodges

<p>Learn</p>	<p>Share: Discuss Prior Knowledge (10 min; <i>Whole Group</i>)</p> <p>Engage: Create, Experience, or Read (43 min; <i>Whole Group</i>)</p> <p>Option 1: Create a Chlorophyll Painting</p> <p>Option 2: Experience a Nature Walk</p> <p>Option 3: Read a Book About the Changing Seasons</p>	<p>Read the Content Framing Question</p> <p>5 min. <i>Whole Group</i></p>	<p>Read the Content Framing Question</p> <p>2 min. <i>Whole Group</i></p>	<p>Read the Content Framing Question</p> <p>2 min. <i>Whole Group</i></p>	<p>Read the Content Framing Question</p> <p>2 min. <i>Whole Group</i></p>
<p>Land</p>	<p>Revisit the Essential Question</p> <p>5 min. <i>Whole Group</i></p>	<p>Read: Practice Fluency (17 min; <i>Whole Group/Partner Work</i>)</p> <p>Respond: Notice About the Text (16 min; <i>Whole Group</i>)</p> <p>Observe: Notice and Wonder About <i>Bathers at Asnières</i> (17 min; <i>Whole Group</i>)</p>	<p>Read: Practice Fluency (17 min; <i>Whole Group/Partner Work</i>)</p> <p>Respond: Describe What Is Happening in “September” (18 min; <i>Whole Group</i>)</p> <p>Observe: Describe <i>Bathers at Asnières</i> (18 min; <i>Whole Group</i>)</p>	<p>Read: Practice Fluency (18 min; <i>Whole Group/Partner Work</i>)</p> <p>Respond: Examine the Poet’s Words (18 min; <i>Whole Group</i>)</p> <p>Observe: Identify Colors in <i>Bathers at Asnières</i> (17 min; <i>Whole Group</i>)</p>	<p>Read: Practice Fluency (15 min; <i>Whole Group/Partner Work</i>)</p> <p>Respond: Discuss a Central Idea (23 min; <i>Whole Group</i>)</p> <p>Observe: Examine Colors in <i>Bathers at Asnières</i> (15 min; <i>Whole Group</i>)</p>

Week 2					
Essential Question: How does seasonal change affect nature and people? (for the entire Module)					
Arc A: "September" (Lesson 6) and Arc B: Sky Tree					
	Monday December 8	Tuesday December 9	Wednesday December 10	Thursday December 11	Friday December 12
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
RGR HD Word Unit 2	Oral Reading Procedure TG1 pp. 57-71	Phonemic Awareness TG1 pp. 73-81	Phonics Concept Day 1 TG1 pp. 83-94	Phonics Concept Day 2 TG1 pp. 95-106	Student Practice TG1 pp. 107-112 & Student Workbook
30 min	Per Unit Planner: Handwriting, Small group spelling and High-Frequency Word Practice, Decodable Passage, Reading & Vocabulary Playgrounds				
	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Arts & Letters	Know: How do these texts build our knowledge? "September" "Calendars" <i>Bathers at Asnières</i>	Wonder: What do I notice and wonder about this text? <i>Sky Tree</i> <i>Autumn Landscape</i> "Changing Seasons"	Organize: What is happening in this text? <i>Sky Tree</i> <i>Autumn Landscape</i>	Reveal: What does a deeper look at the illustrations and words reveal? <i>Sky Tree</i> <i>Autumn Landscape</i> <i>Fall Begins</i>	Distill: What is a central idea in this text? <i>Sky Tree</i> <i>Autumn Landscape</i> <i>Fall Begins</i>
60 min					
Launch	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group
Learn	Read: Perform "September" Fluently (18 min; whole group; small group)	Read: Listen Closely to <i>Sky Tree</i> (20 min; whole group) Respond:	Read: Identify the Cycle of Seasons (18 min; whole group) Respond:	Read: Examine Words and Illustrations (10 min.; whole group) Respond:	Read: Prepare for a Discussion (11 min; whole group; partner work) Respond:

	<p>Respond: Listen Closely to “Calendars” (19 min; whole group)</p> <p>Observe: Build Knowledge About <i>Bathers at Asnières</i> (16 min; whole group)</p>	<p>Notice and Wonder about the Text (16 min; whole group)</p> <p>Observe: Notice about <i>Autumn Landscape</i> (17 min; whole group and partner work)</p>	<p>Recount the Cycle of Seasons (16 min; whole group)</p> <p>Observe: Describe the Setting in <i>Autumn Landscape</i> (19 min; whole group; partner work)</p>	<p>Describe Seasonal Changes (25 min; whole group; individual work)</p> <p>Observe: Identify Warm and Cool Colors in the Works of Art (18 min; whole group)</p>	<p>Discuss a Central Ids (30 min; whole group)</p> <p>Observe: Identify Details in <i>Autumn Landscape</i> and <i>Fall Begins</i> (12 min; whole group)</p>
Land	<p>Synthesize Learning (5 min.; whole group)</p>	<p>View “Changing Seasons” (5 min.; whole group)</p>	<p>Reflect on Learning (5 min.; whole group)</p>	<p>Reflect on Learning (5 min.; whole group)</p>	<p>Reflect on Learning (5 mi.; whole group)</p>

Week 3					
Essential Question: How does seasonal change affect nature and people? (for the entire Module)					
Arc B: Sky Tree (Lesson 11) and Arc C: Why Do Leaves Change Colors?					
	Monday December 15	Tuesday December 16	Wednesday December 17	Thursday December 18	Friday December 19
RGR HD Word Unit 3	Oral Reading Procedure TG1 pp. 113-124	Phonemic Awareness TG1 pp. 125-136	Phonics Concept Day 1 TG1 pp. 137-148	Phonics Concept Day 2 TG1 pp. 149-160	Student Practice TG1 pp.161-166 & Student Workbook
30 min	Per Unit Planner: Handwriting, Small group spelling and High-Frequency Word Practice, Decodable Passage, Reading & Vocabulary Playgrounds				
	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Arts & Letters	Know: How does this text build our knowledge?	Wonder: What do I notice and wonder about this text?	Organize: What is happening in this text?	Reveal: What does a deeper look at a diagram in the text reveal?	Reveal: What does a deeper look at the words and illustrations reveal?
60 min					

	<i>Sky Tree</i> <i>Autumn Landscape</i> <i>Fall Begins</i>	<i>Why Do Leaves Change Color?</i> <i>Sky Tree</i> "Falling Leaves"	<i>Why Do Leaves Change Color?</i>	<i>Why Do Leaves Change Color?</i>	<i>Why Do Leaves Change Color?</i>
Launch	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group
Learn	Read: Listen Closely to "Connecting Art and Science in <i>Sky Tree</i> " (17 min; whole group; partner work) Respond: Express Knowledge by Using Complete Sentences (18 min; whole group) Observe: Connect the Works of Art to the Text (18 min; partner work)	Read: Listen Closely to <i>Why Do Leaves Change Colors?</i> (18 min; whole group) Respond: Notice and Wonder about the Text (17 min; whole group) Write: Write a Sentence about Fall (18 min; whole group; partner work)	Read: Identify Steps in a Process (18 min; whole group; partner work) Respond: Recount Steps in a Process (16 min; whole group; partner work) Write: Write a Sentence with Sensory Details (19 min; whole group; partner work)	Read: Examine a Diagram (18 min.; small group) Respond: Analyze the Role of Chlorophyll (15 min; whole group; partner work) Write: Write a Sentence with Sensory Details (20 min; whole group; individual work)	Read: Examine Words and Illustrations (22 min; whole group) Respond: Infer the Meaning of <i>Pigment</i> (15 min; whole group; partner work) Write: Generate Details About a Character (16 min; partner work; whole group)
Land	Synthesize Learning (5 min.; whole group)	View "Falling Leaves" (5 min.; whole group)	Reflect on Learning (5 min.; whole group)	Reflect on Learning (5 min.; whole group)	Reflect on Learning (5 min.; whole group)

Week 4					
Essential Question: How does seasonal change affect nature and people? (for the entire Module)					
Arc C: <i>Why Do Leaves Change Colors?</i> (Lesson 16) and Arc D: <i>The Little Yellow Leaf</i>					
	Monday January 5	Tuesday January 6	Wednesday January 7	Thursday January 8	Friday January 9
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
RGR HD Word Unit 4	Oral Reading Procedure TG1 pp. 167-172	Phonemic Awareness TG1 pp. 173-181	Phonics Concept Day 1 TG1 pp. 183-195	Phonics Concept Day 2 TG1 pp. 197-207	Student Practice TG1 pp. 209-214 & Student Workbook
30 min	Per Unit Planner: Handwriting, Small group spelling and High-Frequency Word Practice, Decodable Passage, Reading & Vocabulary Playgrounds				
	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Arts & Letters	Know: How do these texts build our knowledge? <i>Why Do Leaves Change Color?</i> <i>"Falling Leaves"</i>	Wonder: What do I notice and wonder about this text? <i>The Little Yellow Leaf</i> <i>"Autumn Fruits"</i>	Organize: What is happening in this text? <i>The Little Yellow Leaf</i>	Reveal: What does a deeper look at the characters' words reveal? <i>The Little Yellow Leaf</i>	Distill: What is a central idea in this text? <i>The Little Yellow Leaf</i>
60 min					
Launch	Read the Content Framing Question 2 min.; whole group	Read the Content Framing Question 2 min.; whole group	Read the Content Framing Question 2 min.; whole group	Read the Content Framing Question 2 min.; whole group	Read the Content Framing Question 2 min.; whole group
Learn	Read: View "Falling Leaves" (18 min; whole group) Respond:	Read: Listen Closely to <i>The Little Yellow Leaf</i> (17 min; whole group) Respond: Notice and Wonder About the Text	Read: Identify the Problem and the Solution (17 min; whole group) Respond: Organize Story Elements	Read: Examine Repetition (17 min; whole group) Respond: Identify Characters' Feelings (15 min; partner work)	Read: Prepare for a Discussion (17 min; small group; individual work) Respond: Discuss a Central Idea (18 min; whole group)

	Express Knowledge by Using Complete Sentences (18 min; whole group; partner work) Write: Add a Setting (17 min; whole group)	(18 min; partner work) Write: Generate a Problem for a Narrative (18 min; individual work; partner work)	(18 min; whole group) Write: Determine a Solution to a Problem Within a Narrative (18 min; whole group; partner work)	Write: Begin a First Draft (21 min; whole group; individual work)	Write: Complete a First Draft (18 min; individual work)
Land	Synthesize Learning 5 min.; whole group	View “Autumn Fruits” 5 min.; whole group	Reflect on Learning 5 min.; whole group	Reflect on Learning 5 min.; whole group	Reflect on Learning 5 min.; whole group

Week 5					
Essential Question: How does seasonal change affect nature and people? (for the entire Module)					
Arc D: <i>The Little Yellow Leaf</i> (Lessons 21-23) and Arc E: <i>The Story of Snow</i>					
	Monday January 12	Tuesday January 13	Wednesday January 14	Thursday January 15	Friday January 16
RGR HD Word Unit 5	Oral Reading Procedure TG1 pp. 215-220	Phonemic Awareness TG1 pp. 221-230	Phonics Concept Day 1 TG1 pp. 231-240	Phonics Concept Day 2 TG1 pp. 241-250	Student Practice TG1 pp. 251-256 & Student Workbook
30 min	Per Unit Planner: Handwriting, Small group spelling and High-Frequency Word Practice, Decodable Passage, Reading & Vocabulary Playgrounds				
	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Arts & Letters	Know: How does this text build our knowledge? <i>The Little Yellow Leaf</i>	Complete Listening Comprehension Assessment 1 LCA 1 Text	Responsive Teaching Lesson LCA 1 Text	Wonder: What do I notice and wonder about this text? <i>The Story of Snow</i>	Organize: What is happening in this text? <i>The Story of Snow</i>
60 min					

	"Autumn Fruits"			"Falling Flakes"	
Launch	Read the Content Framing Question 2 min.; whole group	Read the Essential Question 2 min.; whole group	Read the Essential Question 2 min.; whole group	Read the Content Framing Question 2 min.; whole group	Read the Content Framing Question 2 min.; whole group
Learn	<p>Read: View "Autumn Fruits" (17 min; partner work)</p> <p>Respond: Express Knowledge by Using Complete Sentences (18 min; whole group)</p> <p>Write: Editing a Story (18 min; whole group and individual work)</p>	<p>Respond: Complete an Assessment (40 min; whole group)</p> <p>Read: Read More About Seasonal Change (15 min; individual work)</p>	<p>Read: Listen Closely to the Assessment Text (15 min; whole group)</p> <p>Respond: Revisit the Assessment (25 min; whole group)</p> <p>Engage: Review Module Terms (15 min; whole group)</p>	<p>Read: Listen Closely to <i>The Story of Snow</i> (20 min.; whole group)</p> <p>Respond: Notice and Wonder About the Text (16 min; whole group)</p> <p>Write: Describe a Character and Setting (17 min; whole group; partner work)</p>	<p>Read: Identify Steps in a Process (15 min; whole group; partner work)</p> <p>Respond: Recount Steps in a Process (15 min; whole group; individual work)</p> <p>Write: Generate a Problem and Solution (23 min; whole group and individual work)</p>
Land	Synthesize Learning 5 min.; whole group	Revisit the Essential Question 5 min.; partner work	Reflect on the Assessment 3 min.; partner work	View "Falling Flakes" 5 min.; whole group	Reflect on Learning 5 min.; whole group

Week 6					
Essential Question: How does seasonal change affect nature and people? (for the entire Module)					
Arc E: The Story of Snow (Lessons 26-28) and Arc F: Poetree					
	Monday January 19	Tuesday January 20	Wednesday January 21	Thursday January 22	Friday January 23
RGR HD Word Unit 6	Oral Reading Procedure TG1 pp. 257-262	Phonemic Awareness TG1 pp. 263-268	Phonics Concept Day 1 TG1 pp. 269-280	Phonics Concept Day 2 TG1 pp. 281-292	Student Practice TG1 pp. 293-300 & Student Workbook
30 min	Per Unit Planner: Handwriting, Small group spelling and High-Frequency Word Practice, Decodable Passage, Reading & Vocabulary Playgrounds				
	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Arts & Letters	Organize: What is happening in this text? <i>The Story of Snow</i>	Reveal: What does a deeper look at the connection between the images and words reveal? <i>The Story of Snow</i>	Know: How does this text build our knowledge? <i>The Story of Snow</i> "Where Do Icicles Come From?"	Wonder: What do I notice and wonder about this text? <i>Poetree</i> "Haiku"	Organize: What is happening in this text? <i>Poetree</i>
60 min					
Launch	Read the Content Framing Question 2 min.; whole group	Read the Content Framing Question 2 min.; whole group	Read the Content Framing Question 2 min.; whole group	Read the Content Framing Question 2 min.; whole group	Read the Content Framing Question 2 min.; whole group
Learn	Read: Discuss the Main Topic and Key Details (14 min; whole group; partner work) Respond: Identify the Main Topic and Key Details	Read: Examine Images and Words (10 min; partner work) Respond: Compare Snow Crystals (23 min; whole group; individual work)	Read: View "Where Do Icicles Come From?" (17 min; whole group; partner work) Respond:	Read: Listen Closely to <i>Poetree</i> (16 min; whole group; partner work) Respond: Notice and Wonder About the Text	Read: Identify the Main Events (17 min; whole group; partner work) Respond: Organize Story Elements (18 min; whole group; individual work)

	(21 min; whole group; individual) Write: Begin Drafting a Narrative (18 min; whole group and individual work)	Write: Complete a First Draft (20 min; whole group and individual work)	Express Knowledge by Using Complete Sentences (18 min; whole group; partner work) Write: Review a Narrative for a Clear Ending (18 min; partner work; individual work)	(17 min; whole group) Write: Describe a Character and A Setting for a Narrative (20 min; whole group; partner work)	Write: Determine a Problem and a Solution for a Narrative (18 min; partner work; individual work)
Land	Reflect on Learning 5 min.; whole group	Reflect on Learning 5 min.; whole group	Synthesize Learning 5 min.; whole group	View “Haiku” 5 min.; whole group	Reflect on Learning 5 min.; whole group