

Second Grade Phonics in Motion Weekly Lesson Plan Routines

T: Teacher
C: Children
S & S: Scope and Sequence
PS: Planning Sheet

"T" could be a parent for at home learning. Use your judgment to decide whether or not you would like to instruct parents to do this activity at home. Demonstrate over zoom/video lessons as needed and send PIM created videos (KMP's Etc.) home as resources.

Scope and Sequence of Sounds VH Weekly Scope and Sequence

	Monday	Tuesday	Wednesday	Thursday	Friday
Poetry/ KMPs 5-10 minutes	<ul style="list-style-type: none"> • Introduce Poem/Read to class a few times, using KMPs. • T & C: Reread chorally, using KMPs. • T: Models a summary statement. <ul style="list-style-type: none"> ○ Target main idea and vocabulary. • Pick two (2) sight words to highlight. <ul style="list-style-type: none"> ○ Onset/rime (h/ere, pl/ay) ○ Vowel sound (hip: /i/) • Send poem and Fun Poetry page home. 	<ul style="list-style-type: none"> • T: Rereads the poem, using KMPs. • T & C: Reread & practice chorally, using KMPs. • T: Review summary statement: <ul style="list-style-type: none"> ○ This poem is about... ○ The main idea is... • T: Highlight a phonic focus or spelling pattern that you're working on, (see sample phonogram list for suggestions). • T: Pick two words. Identify the sound using the KMP. Locate the correct Vowel House window/s. 	<ul style="list-style-type: none"> • T & C: Read the poem together, using KMPs. • Discuss phrasing & emphasis. • T: If needed, mark pauses: Little Bo Peep/ lost her sheep/ 	<ul style="list-style-type: none"> • T & C: Rereads the poem, using KMPs. • C: Complete paper, 'Words I Like' with teacher guidance or individually. <p><u>With teacher guidance...</u></p> <ul style="list-style-type: none"> • Words MUST come from the poem. • Complete 'Other Words' section of the paper with teacher guidance: <ul style="list-style-type: none"> ○ Pick words with a focused pattern. ○ Use Vowel House as a reference. ○ Draw Reading & Writing Monster to the left of "Words I Like" paper & monitor stroking of all letters. 	<ul style="list-style-type: none"> • T: Models how to PERFORM the monthly poem, using KMPs, (while reading - not from memory). • T: Pick a student or a group to PERFORM the monthly poem, using KMPs, (the audience can be the class, a small group or a staff member).
Individual		Individual Practice:	Individual Practice:	Individual Practice	Assessment

Practice or Assessment		<ul style="list-style-type: none"> • C: Read the poem independently, using KMPs. • C: Choose words they like from poem & record here: My Words • C: Illustrate chosen word or create border around the box. Example: My Words <p>Note: Maximum of 2 words a day. See Directions on My Words.</p>	<ul style="list-style-type: none"> • C: Paste poem in poetry notebooks. • Practice poem, using KMPs, independently or with partners. • C: Write summary statement & illustrate poem in poetry journal. • Glue Poetry: Words I Like- Other Words in poetry notebook independently. <p>Examples:</p> <ul style="list-style-type: none"> ○ Read poem, using KMPs, independently or with a partner. ○ (Think performance) ○ Practice reading in a different voice. 	<ul style="list-style-type: none"> • C: Write a summary statement & illustrate the poem in poetry journal. <ul style="list-style-type: none"> ○ Select a word from "My Words" to illustrate. ○ Read poem, using KMPs, independently or with a partner, (Think performance) ○ Practice reading in a different voice with a partner. • C: Select a word from "My Words" to illustrate. • C: Read poem, using KMPs, independently or with a partner. 	<p>Graph Results</p> <ul style="list-style-type: none"> • Fluency Rubric 1234 • Have a student or group PERFORM familiar poem, using KMPs, in various voices.
Possible Extensions / Home Connection	<p>Poem: It is August</p> <ul style="list-style-type: none"> • Record initial reading of poem, using KMP's. 	<ul style="list-style-type: none"> • Write the word on the Vowel House shutter. 			<p>Possible extensions:</p> <ul style="list-style-type: none"> ○ Use an app, (<i>Seesaw</i> or <i>Marco Polo</i>), to share with families. ○ Record reading the poem, using KMPs, several times and note improvement. <p>Home Connection:</p> <ul style="list-style-type: none"> ○ Send a copy of the poem and Fun Poetry Sheet home on

					<p>Monday. Return the Fun Poetry Sheet on Friday.</p> <ul style="list-style-type: none"> ○ If a child does not have support at home, engage a 3rd-5th grade child to partner read and listen to the child read every day in the morning.
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Second Grade Phonics in Motion Weekly Lesson Plan Routines

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Vowel House</p> <p>10-15 minutes</p>	<ul style="list-style-type: none"> ● T: Sing "Apples and Bananas" song to introduce Vowel House windows, using KMPs. ● C: Identify each window. Example: "Show me the /a/ window!" ● T: Choose 1-2 various words from the monthly or weekly poem to put in the vowel house windows. <ul style="list-style-type: none"> ○ C: Identify the vowel (What do you hear?) ○ C: Do KMP for vowel, (Show me) ○ C: Locate corresponding window. ● T: Choose 3-5 words daily from vowel focus 	<ul style="list-style-type: none"> ● T: Sing "Apples and Bananas" song to introduce Vowel House windows, using KMPs. ● C: Identify each window. Example: "Show me the /a/ window!" ● T: Choose 3-5 new words from vowel focus of the week: <ul style="list-style-type: none"> ○ T & C: Clap out the word. ○ T & C: Say & stretch word slowly from shoulder to fingertips. ○ T & C: Blend the word. ○ T & C: Identify the vowel. ○ T & C: Locate the corresponding window. 	<ul style="list-style-type: none"> ● T: Sing "Apples and Bananas" song to introduce Vowel House windows, using KMPs. ● T: Choose 1-2 various words from the monthly or weekly poem to put in the vowel house windows. <ul style="list-style-type: none"> ○ C: Identify the vowel (What do you hear?) ○ C: Do KMP for vowel (Show me). ○ C: Locate the corresponding window. ● T: Choose 3-5 new words from vowel focus of the week: <ul style="list-style-type: none"> ○ T & C: Clap out the word. ○ T & C: Say & stretch the word slowly from shoulder to fingertips. ○ T & C: Blend the word. ○ T & C: Identify vowel (What do you hear?) ○ T & C: Do KMP for vowel 	<ul style="list-style-type: none"> ● T: Sing "Apples and Bananas" song to introduce Vowel House windows, using KMPs. ● C: Identify each window. Example: "Show me the /a/ window!" ● T: Choose 3-5 new words from vowel focus of the week. <ul style="list-style-type: none"> ○ T & C: Clap out the word. ○ T & C: Say & stretch the word slowly from shoulder to fingertips. ○ T & C: Blend the word. ○ T & C: Identify vowel (What do you hear?) ○ T & C: Do KMP for vowel (Show me). ○ T & C: Locate the corresponding window. 	<ul style="list-style-type: none"> ● T: Sing "Apples and Bananas" song to introduce Vowel House windows, using KMPs. ● T: Models how to write the word, (No sound box). ● C: Write the word, (No sound box). ● T: Administer Friday test using class spelling words or Word Bank from Phonics in Motion website-Vowel House (week 1). ● C: Can use KMPs and their individual vowel

	<p>of the week:</p> <ul style="list-style-type: none"> ○ T & C: Clap out word. ○ T & C: Say & stretch word slowly from shoulder to fingertips - video ○ T & C: Blend the word. ○ T & C: Identify the vowel. ○ T & C: Locate the corresponding window. ● T: Introduces/models Rainbow Write & how to complete it. 	<ul style="list-style-type: none"> ○ T: Models how to write the word, using sound boxes: Example (Video) ○ C: Write the word, using sound boxes. ● C: Complete Rainbow Write. ● Use Master 1 with a window from resource: Vowel House Masters. Teacher models how to complete. 	<p>(Show me).</p> <ul style="list-style-type: none"> ○ T & C: Locate the corresponding window. ● C: Read & illustrate 3-5 words from sort. (Continue Master 1) (Starting week 2, include whole body movements) ● T: Models what whole body segmenting/blending looks like (Video for segmenting/ video for blending). ● C: do whole body segmenting/blending w/ teacher 	<ul style="list-style-type: none"> ○ T: Models how to write the word on a white board (No sound box). ○ C: Write the word on a white board (No sound box). ● C: Use 3-5 words in a sentence from sort. (Master - 1) Using Reading & Writing Monster paper (Starting week 2, include whole body movements) 	<p>houses during the test.</p>
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Second Grade Phonics in Motion Weekly Lesson Plan Routines

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<p>Reading & Writing Monster</p> <p>5-15 minutes</p>	<ul style="list-style-type: none"> ● T: At the Language Calendar, introduce/review the Reading & Writing Monster, ("magic of the monster" story). ● T: Emphasizing strokes from top to bottom, opposed to bottom to top, (Slide down from the top of the mountain). EXAMPLE ● T: Review the Monster Hand character! & Monster Zone song 	<ul style="list-style-type: none"> ● T: At the Language Calendar, introduce/review the Reading & Writing Monster. ● T: Emphasizing strokes from top to bottom, opposed to bottom to top, (Slide down from the top of the mountain). ● T: Review the Monster Hand character! ● T: Introduce the letter Hh by name. 	<ul style="list-style-type: none"> ● T: At the Language Calendar, introduce/review the Reading & Writing Monster. ● T: Emphasizing strokes from top to bottom, opposed to bottom to top, (Slide down from the top of the mountain). ● T: Review the Monster Hand character! ● T: Review the letter Hh by name. 	<ul style="list-style-type: none"> ● T: At the Language Calendar, introduce/review the Reading & Writing Monster. ● T: Emphasizing strokes from top to bottom, opposed to bottom to top, (Slide down from the top of the mountain). ● T: Review the Monster Hand character! ● T: Review the letter Hh by name. 	<ul style="list-style-type: none"> ● T: At the Language Calendar, introduce/review the Reading & Writing Monster. ● T: Emphasizing strokes from top to bottom, opposed to bottom to top, (Slide down from the top of the mountain). ● T: Review the Monster Hand character! ● T: Introduce the letter Hh by name.

<ul style="list-style-type: none"> • T: Introduce the letter Hh by name using this progression. • T & C: What does the letter say? Model the KMP. "Show me"--do KMP. • T: Review the character and show the video a few times. • T & C: Chant the handwriting story in the air. • C: Practice 5 times on white board or use Reading & Writing Monster Paper. • C: Practice by writing a large lowercase "h", small lowercase "h", upper right corner, etc. Play "Got You!" when monitoring students writing. • T says: "Show me"--do KMP, when appropriate. 	<ul style="list-style-type: none"> • T & C: What does the letter say? "Show me"--do KMP. • T: Review the character and show the video a few times. • T & C: Chant the handwriting story in the air. • C: Practice 5 times on white board or use Reading & Writing Monster Paper. • C: Practice by writing a large lowercase "h", small lowercase "h", upper right corner, etc. Play "Got You!" when monitoring students writing. • T says: "Show me"--do KMP, when appropriate. 	<ul style="list-style-type: none"> • T & C: What does the letter say? "Show me"--do KMP. • T: Review the character and show the video a few times. • T & C: Chant the handwriting story in the air. • C: Practice 5 times on white board or use Reading & Writing Monster Paper. • C: Practice by writing a large uppercase "H", small uppercase "H", upper right corner, etc. • T: Introduce capital "H" and review lowercase "h" & show object - Hh hippo • T & C: Introduce Hh page in Alphabet Poem Book (Read together). • T & C: Do KMP for letter sound in the Alphabet Poem book. • C: Highlight all "Hh's". • C: Highlight rhyming words. 	<ul style="list-style-type: none"> • T & C: What does the letter say? "Show me"--do KMP. • T: Review the character and show the video a few times. • T & C: Chant the handwriting story in the air. • C: Practice 5 times on white board or use Reading & Writing Monster Paper. • C: Practice by writing a large uppercase "H", small uppercase "H", upper right corner, etc. Play "Got You!" when monitoring students writing. • T: Review capital "H" and lowercase "h" & show object. • T & C: Review Hh page in Alphabet Poem book, (Read together). • T & C: Do KMP for letter sound in the Alphabet Poem book. • C: Circle words that begin with "h". 	<ul style="list-style-type: none"> • T & C: What does the letter say? "Show me"--do KMP. • T: Review the character and show the video a few times. • T & C: Chant the handwriting story in the air. • C: Practice 5 times on white board or use Reading & Writing Monster Paper. • C: Practice by writing a large lower/uppercase "Hh", small "Hh", upper right corner, etc. • T says: "Show me"--do KMP, when appropriate • (teacher informally evaluates letter formation by observing--Create a class roster & check off, etc) • ASSESSMENT • Teacher creates/uses class roster: <ul style="list-style-type: none"> • 1st roster--When writing letters/words/sentence, child moves from left to right/top to bottom (observation) • 2nd roster--Small lines R&W monster paper--evaluate the formation of letter/write words (Exit 	<ul style="list-style-type: none"> • T & C: What does the letter say? "Show me"--do KMP. • T: Review the character and show the video a few times. • T & C: Chant the handwriting story in the air. • C: Practice 5 times on white board or use Reading & Writing Monster Paper. • C: Practice by writing a large lower/uppercase "Hh", small "Hh", upper right corner, etc. • T says: "Show me"--do KMP, when appropriate • (teacher informally evaluates letter formation by observing--Create a class roster & check off, etc) • ASSESSMENT • Teacher creates/uses class roster: <ul style="list-style-type: none"> • 1st roster--When writing letters/words/sentence, child moves from left to right/top to bottom (observation) • 2nd roster--Small lines R&W monster paper--evaluate the formation of letter/write words (Exit
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(after second week of school)









- Can let go of the RWMonster story, hand and song when teachers feel students no longer need it.
- Based on standard can move from beginning letter to writing words that end with that letter, blends, digraphs, sight words etc.

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading & Writing Monster</p> <p>5-15 minutes</p>	<ul style="list-style-type: none"> • T: At the Language Calendar review the Reading & Writing Monster. • T: Review left to right directionality and the Monster Hand character and sing the Monster Zone song! • T: Introduce the letter ___ by name. • T & C: What does the letter say? Model the KMP. • T: Review the character and show the video a few times. 	<ul style="list-style-type: none"> • T: Review left to right directionality and the Monster Hand character and sing the Monster Zone song! • T & C: Review the letter/s ___ by name. • T & C: What does the letter say? Model the KMP. • T & C: Chant the handwriting story in the air. • C: Practice 5 times on white board or use R&W monster paper. • C: Practice by writing a large lowercase "___", small lowercase "___", 	<ul style="list-style-type: none"> • T: At the Language Calendar review the Reading & Writing Monster. • T: Review left to right directionality and the Monster Hand character and sing the Monster Zone song! • T & C: Review the letter/s ___ by name. • T & C: What does the letter say? Model the KMP. • T: Review the character and show the video a few times. • T & C: Chant the handwriting story in 	<ul style="list-style-type: none"> • T: Review left to right directionality and the Monster Hand character and sing the Monster Zone song! • T & C: Review the letter ___ by name. • T & C: What does the letter say? Model the KMP. • T & C: Chant the handwriting story in the air. • C: Practice 5 times on white board or use R&W monster paper. • C: Practice by writing a large uppercase "___", small uppercase "___", 	<ul style="list-style-type: none"> • T: Review left to right directionality and the Monster Hand character and sing the Monster Zone song! • T & C: Review the letter ___ by name. • T & C: What does the letter say? Model the KMP. • T & C: Chant the handwriting story in the air. • C: Practice by writing letter/words that start with the letter ___ on the R&W monster paper. (teacher informally evaluates letter

<ul style="list-style-type: none"> • T & C: Chant the handwriting story in the air. • C: Practice 5 times on white board or use R&W monster paper. • C: Practice by writing a large lowercase "___", small lowercase "___", upper right corner, etc. • T says: "Show me"--do KMP, when appropriate 	<ul style="list-style-type: none"> • C: Practice by writing words that start with the letter/s ___. • T says: "Show me"--do KMP, when appropriate 	<ul style="list-style-type: none"> • C: Practice 5 times on white board or use R&W monster paper. • C: Practice by writing a large uppercase "___", small uppercase "___", upper right corner, e • tc. • T: Introduce capital "___" and lowercase "___" & show object - • Example - Ss stars • T & C: Introduce ___ page in Alphabet Poem book, (Read together). • T & C: Do KMP for letter sound in the Alphabet Poem book. • C: Highlight all upper/lowercase "___". • C: Highlight rhyming words. 	<ul style="list-style-type: none"> • C: Practice by writing words that start with the letter/s ___. • T says: "Show me"--do KMP when appropriate • T: Review capital "___" and lowercase "___" & show object. • T & C: Introduce ___ page in Alphabet Poem book (Read together) • T & C: Do KMP for letter sound in the Alphabet Poem book. • C: Write words that begin with "___". <ul style="list-style-type: none"> ○ C: Illustrates pictures to match the words. <p>OR Work on rhyming</p> <ul style="list-style-type: none"> ■ Pick a word from ABC Poem Book ■ Create a list of rhyming words Ex. dog,log,frog 	<p>formation by observing). ASSESSMENT Teacher creates/uses class roster:</p> <ul style="list-style-type: none"> • 1st roster--When writing letters/words/sentence, child moves from left to right/top to bottom (observation) • 2nd class roster--Small lines R&W monster paper--evaluate the formation of letter/write words (Exit Slip - Hand in to teacher)
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**Second Grade
Phonics in Motion Weekly Lesson Plan Routines**

	Monday	Tuesday	Wednesday	Thursday	Friday
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<p>Language Calendar/ Standards/</p> <p>10-15 minutes</p>	<p>PLANNING SHEET</p> <ul style="list-style-type: none"> • Blank • Example <p>Continue at teacher discretion:</p> <ul style="list-style-type: none"> ○ "Magic of R&W Monster" story ○ T & C: Sing the "Days of the Week" song, using KMPs. • Have a conversation that leads to a LC entry about the shared experience. • T: Draws a picture on the LC to match the sentence. 				
<p>In the written entry</p>	<ul style="list-style-type: none"> • T: Clap out syllables and write a multisyllabic word: Say, "That is a short word." Say, "That's a long word." (2 or more syllables). • T: Draws a picture on the LC to match the sentence. 				
<p>Revisit the entry after writing:</p>	<ul style="list-style-type: none"> • T & C: Stretch out a CVC or CVCe word and say it slowly. Example: Choice of videos: <ul style="list-style-type: none"> ○ CVC Word ○ Word with a Blend ○ 3 Sound - Sound Box • T & C: Identify prefixes and suffixes 				

of words, using
KMPs.-- "s", "es", "ed",
"ing", "er", "est", "ful",
"less", "y", "ly", "re-"
"pre-", "un-", "mis-"
"dis-", "in-".

- T & C: Point to the beginning of each word or syllable. Use KMPs.
- T: Focus on vowel sound, (see weekly S&S). Locate VH window.
- T: Draw a box around a sight word.
- T: Model fluency: phrasing, expression & pace.
- C: Will transfer the concept to an individual response worksheet or journal.
 - [Reading & Writing Monster paper](#)

