

## Example Daily Lesson Plan: Second Grade

The following lesson plan is based on the curriculum set forth in the book: *The Roadmap to Literacy: A Guide for Teaching Language Arts in Waldorf Schools Grades 1 through 3* (see chapter 5.3 #6).

This lesson plan is for **Main Lesson Block 1– Week One– Day 1**. It would be the second month of school on the Block Rotation (See chapter 5.3 #2). It shows the first day of a four-week block plan. Students have already had one month of instruction in language arts during Practice Block 1, which occurred in September.

Use the example below as a guide to make your own.

### Example Daily Lesson Plan for 2nd Grade Main Lesson Block 1

	<p><b>Day:</b> Monday  <b>Date:</b> October 1  <b>Purpose of Lesson:</b> Introduce diphthongs using OU/OW</p>
<p><b>Opening</b>   <b>Time: 8:15</b></p>	<p>Song: “Good Morning to You”  Attendance  Poem: “Two Frogs”: Teach lines 1 - 4  Morning Verse</p>
<p><b>Skills Practice</b>   <b>Time: 8:30</b></p>	<ol style="list-style-type: none"> <li>1. Syllable Cards and Mystery Words with OI/OY and a few with 2 Vowels Go Walking (note anyone who struggles) (10 min. total)</li> <li>2. Introduce Sight Words (10 min.) <ul style="list-style-type: none"> <li>• <i>down, try, goes</i> using symbol imagery (10 min.)</li> <li>• <i>around, there</i> with chants (note: have students stand and use them as an IMA) See chapter 3.6 #8.</li> </ul> </li> </ol> <p>Encode in Practice Book: <i>stream, soy, grail, coil, loaf, coy</i>. Correct by demonstrating spelling by onset and rime on the board: <i>str-eam.</i>) (5 min.)</p> <p>Students Decode on Board: <i>graif, leats, ploy, straig, toils, Troy</i>, etc. (5 min.)</p>
<p><b>Transition:</b>  <b>IMA poem</b>   <b>Time: 9:00</b></p>	<p>“High and Low” poem: by Anonymous  <i>High and low, fast and slow</i>  <i>Forwards and backwards</i>  <i>Round- about, we go.</i>  <i>Down and up, stand and jump</i>  <i>Step left then right</i>  <i>Stamp with all your MIGHT!</i></p>

	<p><i>Clap your hands, look at your friends</i> <i>Give them a smile, now rest a while.</i></p> <p>Let the class lead—they learned this last block.</p>
<p><b>Introduction &amp; / or Review:</b></p> <p><b>Time: 9:05</b></p>	<p>Continue Introduction of Phonics Rule 11: Diphthongs: OU/OW with key words: <i>ow, ouch</i> (Add to Phonics Rule Book)</p> <p>Activity: Brainstorm words with the /ou/ sound</p>
<p><b>Transition</b></p> <p><b>Time: 9:20</b></p>	<p>Directions: Set up for Bookwork (Give directions to each Group) + IMA</p>
<p><b>Bookwork</b></p> <p><b>Time: 9:25</b></p>	<p>Meet with Reading Groups 1 and 2.</p> <ul style="list-style-type: none"> <li>• Rdg Group 1: <i>Jake the Snake</i> by Shelley Davidow (HOTS question: Why might moles not like snakes (and vice versa)?)</li> <li>• Rdg. Group 2: <i>Frog and Toad are Friends</i> by Arnold Lobel (HOTS question for <i>Spring</i>: “How did Frog Trick Toad?”; HOTS question for <i>The Story</i>: “What did Toad mean when he told Frog that he looked quite green?” (Discuss meaning of the phrase <i>you look green</i> (i.e. to feel queasy or sick)</li> </ul> <p>Rest of class:</p> <ol style="list-style-type: none"> <li>1. Kid Writing: Describe Halloween plans and/or costume (15 min.) (for everyone not in reading group)</li> <li>2. Phonics Worksheet: /oi/ sounds (15 min.) (for John, Katie, Stevie, Lori, and Grace)</li> <li>3. Silent Reading (15 min. for everyone else)</li> </ol>
<p><b>Transition</b></p> <p><b>Time: 9:55</b></p>	<p>“On Our Way” poem Eve Merriam found in <i>Sing a Song of Popcorn</i></p>
<p><b>Story</b></p> <p><b>Time: 10:00</b></p>	<p>“The Tortoise and the Hare” by Aesop</p>