



Teacher: 2<sup>nd</sup> Grade      Date: Feb. 4-8      Subject: Language Arts      Topic: Jellies

Standard(s)

Focus:

RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.

RF.2.4a – Read grade-level text with purpose and understanding.

RF.2.4b – Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.9 – Compare and contrast the most important points presented by two texts on the same topic.

L.2.2a – Capitalize holidays, product names, and geographic names.

L.2.4e – Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

W.2.2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Ongoing:

RI.2.1 – Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.2.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 – Describe how characters in a story respond to major events and challenges.

RL.2.4 – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a – Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.



	<p><u>SL.2.1c</u> - Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><u>SL.2.2</u> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>SL.2.3</u> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><u>SL.2.5</u> - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><u>SL.2.6</u> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 for specific expectations.)</p> <p><u>L.2.3</u> - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><u>L.2.3a</u> - Compare formal and informal uses of English.</p> <p><u>L.2.4a</u> - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><u>L.2.4e</u> - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><u>L.2.5a</u> – Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p><u>L.2.6</u> – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
<p><b>Learning Target(s)</b> (based on the language of the standard)</p>	<p><u>Focus:</u></p> <ul style="list-style-type: none"> <li>• I can read and understand books at my level well.</li> <li>• I can read and understand second grade books.</li> <li>• I can read second grade books aloud like a teacher would read them.</li> <li>• I can stop when I am reading and fix words that I mess up or don't sound right.</li> <li>• I can figure out the meanings of words when I am studying a second grade topic.</li> <li>• I can understand and use all the helpful parts of nonfiction books to find important facts and details quickly.</li> <li>• I can tell how two or more tellings of a story can be the same and different.</li> <li>• I can use capital letters at the beginnings of holidays, product names, and places on a map.</li> <li>• I can use glossaries, dictionaries or the internet to help me find the meanings of new words.</li> <li>• I can write to teach about a topic by giving facts and definitions about the topic.</li> </ul>
<p><b>Procedures</b> (with general times)</p>	<ul style="list-style-type: none"> <li>• Prior knowledge: Saxon Phonics and Heggerty Phonemic Awareness</li> <li>• Activities/Centers</li> </ul>



Monday:

Phonics Lesson

Vocabulary: Word of the Day, Review Previous Words

Introduce new words and come up with motion to go with each word.

Listen to the story Jellies and ask questions about the story from the Teacher's Edition

Read the two texts iPods and iPads and tell how they are alike and different.

Writing – “Tree Rings”

Tuesday:

Phonics Lesson

Vocabulary: Word of the Day, Review Previous Words

Read Video Games Texts and tell how they are alike and how they are different.

\*Review for 4 ½ Weeks Test

Wednesday:

Phonics Lesson

Vocabulary: Word of the Day, Review Previous Words

Capitalization: Road Trip!

Dictionary Skills “Using Dictionaries”

\*Review for 4 ½ Weeks Test

Thursday:

Phonics Lesson

Vocabulary: Word of the Day, Review Previous Words

Text Features: “Exploring Bugs”

Understanding Texts – “John’s New School”

Context Clues – “Factories”

\*Review for 4 ½ Weeks Test

Friday:

Phonics Lesson

Vocabulary: Word of the Day, Review Previous Words

Language Arts 4 ½ Weeks Test

Capitalization – “Disney Cruise”

Centers for the Week

Center 1 – Comprehension (The Animal Kingdom) Early Finishers: get a dry erase board and practice spelling words.

Center 2 – Vocabulary – have the students write a four square on index cards for each word wall vocabulary word. Early Finishers: Go to the Reading Center.

Center 3 – Teacher Center – Read and work on Standards needed for that group. (Use Instructional Class Report)

Center 4 – Handwriting Center –Work the next 4 pages in your handwriting book.

Center 5 – Computer Center - MobyMax



	<ul style="list-style-type: none"><li>• Closure: Phonics Assessment Spelling Test 4 ½ Weeks Test</li></ul>
Homework	Saxon Phonics Worksheets, Reading Fluency
Example of an Assessment Item Related to the Standard	<p>1. Which word in the sentence below should be capitalized?</p> <p>Sarah and her family moved to texas.</p> <p>A. Family B. Texan C. Her</p>

School: \_\_\_\_\_