



BSD Lesson Plans

2018-19

School: Mamie Martin

Teacher: 2nd Grade

Date: March 4 -8

Subject: Language Arts

3rd Nine Weeks Tests Review/Nine Weeks Test

Focus Standards

- **RF.2.3c** Decode regularly spelled two-syllable words with long vowels.
- **RF.2.3d** Decode words with common prefixes and suffixes.
- **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 or 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.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **RI.2.7** how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.8** Describe how reasons support specific points the author makes in a text.
- **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic

- **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.
- **RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RL.2.9** Compare and contrast two or more versions of the same story (e.g.,Cinderella stories) by different authors or from different cultures.

- **L.2.1b** Form and use frequently occurring plural nouns, (e.g., feet children, teeth, mice, fish)
- **L.2.2a** Capitalize holidays, product names, and geographic names.
- **L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.2.3a** - Compare formal and informal uses of language.
- **L.2.4b** - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- **L.2.4c** - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- **L.2.4d** - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark
- **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.

Review Ongoing :

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

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

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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.

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

L. 2.1f Produce, expand, and rearrange complete simple and complete compound sentence (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.3 Use knowledge of language and its conventions when writing,

	<p>speaking, reading, or listening.</p> <p>L.2.3a Compare formal and informal uses of language</p> <p>L2.4a Use sentence level context as a clue to the meaning of a word or phrase. Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statements or section.</p> <p>L.2.4d - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L.2.5a Use real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L.2.6 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>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phases.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners</p> <p>SL2.1a 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).</p> <p>SL.2.1b Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2 Recount and describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 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>SL.2.5 Create audio recording of stories or poems; add drawings or other visual displays to stories or accounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Learning Target(s)	<ul style="list-style-type: none"> - I can decode regularly spelled two-syllable words with long vowels. - I can read words with prefixes and suffixes - I can read sufficient accuracy and fluency to support comprehension. - I can read and understand grade level texts. - I can read second grade text orally and with accuracy, and expression on successive readings. - I can use the context to confirm or self-correct word recognition and understanding, rereading as necessary. - I can determine the meaning of second grade words in informational texts about a specific topic. - I can use various text features to find important key facts or

information in a quick way.

- I can identify the main purpose of an informational text.
- I can explain how a specific image or picture adds to a text and helps in understanding nonfiction.
- I can describe how reasons support specific points the author is trying to make.
- I can compare and contrast the most important points of two texts on the same topic.
- I can recount many different genres of stories and can figure out the central message, moral, or lesson.
- I can explain how characters react to events and challenges.
- I can describe how words and phrases can give a poem, story or song rhythm and meaning.
- I can use information I learned from the illustration and words in a text to show understanding of its characters, setting, or plot.
- I can compare two or more versions of the same story by different authors or from different cultures.
- I can write and use common irregular plural nouns correctly.
- I can use capital letters at the beginnings of holidays, product names, and geographic names (places on a map).
- I can use what I know about the language to write, speak, read, and listen.
- I can compare formal and informal ways people communicate in English.
- I can figure out the meaning of a word when a know prefix is added.
- I can use root words to help me understand the meaning of new words.
- I can use the meanings of two smaller words in a compound word to make a prediction about what it means.
- I can use glossaries, dictionaries, or the internet to help me find the meaning of new words.
- I can write informative/explanatory texts which introduce a topic, use facts and definitions to develop my points, and provide a concluding statement or section.

Procedures

- Prior knowledge : Saxon Phonics/Michael Heggerty Phonemic Awareness

Monday

Phonics Lesson

Vocabulary Word of the Day

Read “ True Story of the Three Little Pigs”/”The Three Little Pigs”

Venn Diagram to Compare the stories

Tuesday

Phonics Lesson

Vocabulary Word of the Day

“Picture Sense”

Study Guide/Nine Weeks Test

Wednesday

Phonics Lesson

Vocabulary Word of the Day

Nine Weeks Test

Thursday

Phonics Lesson

Comprehension Passage “Easter Feast”

Vocabulary Word of the Day

Friday

Phonics Lesson

Vocabulary Word of the Day

Formal and Informal Language “Who Are You Talking To?”

Activities/Centers

- Center 1 Comprehension “Family Tree”
- Center 2 Vocabulary/Word Works Have students write a four square on index cards for each word wall vocabulary word.
- Early finishers will read their AR book.
- Center 3 Teacher Center The students will work on standards needed for their group.
- Center 4 Handwriting Center Work the next four pages in your handwriting book.
- Center 5 Computer Moby Max

When you are finished center activity-“Formal vs. Informal”

	<ul style="list-style-type: none">• Closure Nine Weeks Test Phonics Test Spelling Test
Homework	Phonics Worksheets, Reading Fluency
Example of an Assessment Item Related to the Standard	Put an x in front of the question is an example of informal English? ____ Hello! ____ Hey Dude! Which word is two words put together? A. playground B. preview C. hundred