



Teacher: 2nd Grade Date: November 26- December 7 Subject: Language Arts
Story: The Polar Express

Standard(s)

- **RF.2.3a** – Distinguish long and short vowels when reading regularly spelled one-syllable words.
- **RF.2.3b** – Know spelling-sound correspondences for additional common vowel teams.
- **RL 2.6** – Acknowledge differences in points of view of characters, including speaking in a different voice for each character when reading dialogue.
- **L2.2-** Demonstrate command of standard English Capitalization, punctuation, and spelling when writing
- **L.2.2a-** Capitalize holidays, product names and geographic names
- **L 2.2b-** Use commas in greetings and closings of letters
- **L2.2c-** use and apostrophe to form contractions and frequently occurring possessives
- **L 2.2d-** Generalize learned spelling patterns when writing
- **L2.2e** – Consult reference materials to check spelling
- **Ongoing** –
- **RL.2.3-** Describe how characters in a story respond to major events and challenges
- **RL.2.7-** Use information gained from the illustrations and words in a print or digital form of text to demonstrate understanding of its characters. Setting or plot
- **RL.2.10-** Read and comprehend literature including stories and poetry I the grades 2/3 text complexity band proficiently, with scaffolding as needed at the high end of the range
- **RI 2.7-** explain how specific images contribute to and clarify text
- **RI.2.10-** read and comprehend informational text including history/SS, science, and technology in the grades 2/3 text complexity band proficiently with scaffolding as needed at the high end of the range
- **SL 2.4-** tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and in coherent sentences
- **SL 2.6-** produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- **L.2.1-** Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking
- **L2.1a-**Use collective nouns
- **L.2.1b-** Form and use frequently occurring irregular plural nouns
- **L.2.1c-** Use reflexive pronouns
- **L.2.1d-** Form and use the past tense of frequently occurring irregular verbs
- **L.2.1e and f-** Use adjectives and adverbs
- **L 2.3** – Compare formal and informal uses of English



	<ul style="list-style-type: none">• L.2.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 2 reading and context, choosing flexibly from an array of strategies.• L.2.4a- use sentence level context as a clue to the meaning of a word or phrase• L.2.4b- Determine the meaning of the new word formed when a known prefix is added to a known word• L.2.4c- Use a known root word as a clue to an unknown word with the same root word• L.2.4d- Use knowledge of the meaning of individual words to predict the meaning of compound words• L.2.4e- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.• L.2.5- Demonstrate understanding of word relationships and nuances in word meaning—use words and phrases acquired through conversations, reading, and being read to , and responding to texts, including using adjectives and adverbs to describe• L.2.5a- Identify real-life connections between words and their use• L.2.5b- distinguish shades of meaning among closely related words• W.2.1- write opinion pieces in which they introduce a topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words to connect opinion and reasons, and provide a concluding statement or section.
<p>Learning Target(s) (based on the language of the standard)</p>	<ul style="list-style-type: none">• I can identify short vowels in one-syllable words.• I can identify long vowels in one-syllable words.• I can read long and short vowels in regularly spelled one-syllable words.• I can decode two-syllable words.• I can decode words with common prefixes and suffixes.• I can identify words with different but common spelling-sounds.• I can recognize and read grade-appropriate irregularly spelled.• I can read with accuracy and fluency to support comprehension and understanding.• I can read on-level text orally with accuracy, appropriate rate, and expression on successive readings.• I can use context to confirm or self-correct word recognition and understanding, and reread if necessary.• I can identify the different points of view of each character.• I can acknowledge differences in the points of view of characters.• I can speak in a different voice for each character when reading dialogue aloud.• I can identify common and proper nouns• I can identify and distinguish the meanings of homophones



<p>Procedures (with general times)</p>	<ul style="list-style-type: none">• Prior knowledge: Saxon Phonics and/Michael Heggerty Daily Review• Activities/Centers: <u>Monday</u> – Phonics Lesson 66: The rule vc /cvc/cv This week, we will read the story, The Polar Express. *The teacher will begin by completing a picture walk through the story, having the students predict and infer what the story will be about using illustrations. * Students will then complete a chart of nouns from the story, sorting common and proper nouns into the appropriate category *The teacher will read the story to the students and discuss questions. Review Point of View- discuss points of view using characters from the story Act out story as if a news reporter were there to interview different characters from the story



Center Rotation for the Week

Center 1 - Skill: Proper Nouns, cut and paste activity

Center 2 - Vocabulary – Give the students the Vocabulary activity page (flap book) from The Ugly Vegetables story (Journeys). They will use a glossary to look up the definitions and draw a picture.

Center 3 - Teacher Center – Read Leveled Readers with the teacher.

Center 4 – Writing – The students will write a letter to Santa (using correct capitalization, punctuation, and detailed sentences).

Center 5 - Computer (MobyMax)

Tuesday –

Phonics Lesson 67: Spelling with final stable syllables

- *Reread story, have students read using different voices for each character
- *Complete beginning, middle, end sheet tri fold activity for the story
- * Identify nouns in the story, Review common and proper nouns
- Complete common and proper noun stories activity

Wednesday –

Phonics 68: Diphthongs oi, oy

- *Listen to story on CD
- * Complete The Polar Express Trifold Comprehension book
- * Review vocabulary, use words in a sentence... activity sheet
- * Introduce vowel teams. Make an anchor chart using student examples given through brainstorming
- * Complete Snowball Spelling Activity



Thursday –

Phonics Lesson 69: Suffixes –let, -ly

Review the story.

*Draw Conclusions and Infer about what the characters thought about the North Pole

*Contractions Review .. Have students work with a partner to match contractions

Activity sheets

Friday –

Phonics Lesson 70: Assessment

*Complete Story Map for The Polar Express.

* Common and Proper Nouns: activity sheet

WEEK TWO:

Monday –

Phonics Lesson 71: Trigraph igh

This week, we will continue to read the story, The Polar Express.

The teacher will re- read the story and review vocabulary words with students. Students will ask and answer questions about the text orally.

Students will complete the tri fold comprehension booklet. They may use the book.

Teacher will discuss using a dictionary, and students will compare dictionaries to the glossary in their Journey's book.

Students will look up vocabulary words in the story in ABC order, and share/discuss definitions with a partner.

Teacher will review proper nouns with the students. The teacher will work with students to complete a worksheet that tells about proper nouns. Proper nouns are special naming words. Proper nouns always begin with a capital letter.

Students will help create an anchor chart using post it notes. Students will write a proper noun for a given common noun. Example: cereal----Lucky Charms, truck---Chevrolet Silverado. Students will then complete Presto Chango Worksheet.

Students will correct sentences that contain proper nouns..
Gingerbread proper noun activity sheet.



Center Rotation for the Week

Center 1 - Skill: Common and Proper Nouns

Center 2 - Vocabulary – Students do a 4 square activity page for each vocabulary word. They will write the word in the center. They will draw a picture of the word, use the word in a sentence, write the definition of the word, then

Center 3 - Teacher Center – Read Leveled Readers with the teacher.

Center 4 – Writing – The students will write an opinion piece on hot chocolate and if it is a delicious drink or it is not a delicious drink.

Center 5 - Computer (MobyMax)

Tuesday –

Phonics Lesson 72: Trigraph tch

The students will read The Polar Express with a partner.

The teacher will review Point of View. Students will determine if the story is told in first, second, or third person explaining how they know.

Students will be asked to think about previous stories in Journeys from first and second nine weeks. They will discuss if the story is told from first, second, or third person.

The teacher will read the story, The Polar Express. Students will complete Point of View activity sheet with a partner.

Wednesday –

Phonics Lesson 73: Suffixes –en, -ish, -ist

The students will listen to The Polar Express on audio CD. The teacher will review main idea through story review.

Students will act out vocabulary words (charades)

The teacher will review contractions, and how they are formed.

Students will identify the contraction for a given set of words.

Students will work in small groups to play the winter bird contraction game.



The teacher will review common and proper nouns referring to anchor charts.

Thursday –

Phonics Lesson 74: Sight words, part 5

*Review the standards.

*Draw Conclusions and Infer about what the characters thought about The Polar Express...

Friday –

Phonics 75: Assessment

Bi-weekly test on standards

Spelling test

**Closure: Spelling Test
Bi- Weekly Skills Test**

Daily Grade Assignments
(Classwork/Homework)

- Practice Sheets



<p>Example of an Assessment Item Related to the Standard</p>	<p>Directions: Choose the correct way to write each Proper Noun</p> <ol style="list-style-type: none">St. Patrick's DaySt. patricks daySt Patricks daySt. Patrick's day <p>Choose the Correctly spelled word.</p> <ol style="list-style-type: none">CawseeCauseCawzz <p>Write the words using a possessive noun.</p> <p>The hat of a boy _____</p> <p>The tail of a dog _____</p> <p>Write the following letter using correct capitalization and punctuation.</p> <p>Dear aunt pam How are you? I miss you. I'm ready for you to come for a visit! love abby</p>

BSD
Lesson
Plans
2017-18
School:
Mamie
Martin