

# Beecher Hills Elementary School

Teacher: **Fowler, Davis, Long** Grade: **2<sup>nd</sup>** Subject: **Reading/Language Arts** Date: **WEEK 5** Theme: **Georgia, My State** Concept: **Culture, Unity, and Diversity** Unit: 1

	Activity	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Objective/GPS</b> <b>The student(s) will be able to:</b>	ELA2R1 Reads words containing blends, digraphs, and diphthongs. ELA2R1 Applies learned phonetic skills when reading and writing words, sentences, and stories. ELA2W1 Writes text of a length appropriate to address a topic and tell the story. ELA2W1 Demonstrates competency in the writing process. (f, g, h, I, j, k, l-s)	ELA2R3 Reads a variety of texts and uses new words in oral and written language. ELA2R3 Determines the meaning of unknown words on the basis of context. ELA2W1 Demonstrates competency in the writing process. (f, g, h, I, j, k, l-s)	ELA2R3 Reads a variety of texts and uses new words in oral and written language. ELA2R3 Determines the meaning of unknown words on the basis of context. ELA2R4 Uses a variety of strategies to gain meaning from grade-level text. (a-q) ELA2W1 Demonstrates competency in the writing process. (f, g, h, I, j, k, l-s)	ELA2R1 Reads words containing blends, digraphs, and diphthongs. ELA2R1 Applies learned phonetic skills when reading and writing words, sentences, and stories. ELA2R4 Uses a variety of strategies to gain meaning from grade-level text. (a-q) ELA2W1 Demonstrates competency in the writing process. (f, g, h, I, j, k, l-s)	ELA2R3 Determines the meaning of unknown words on the basis of context. ELA2R4 Uses a variety of strategies to gain meaning from grade-level text. (a-q) ELA2W1 Demonstrates competency in the writing process. (f, g, h, I, j, k, l-s)
	<b>CBU Instructional Focus</b> <b>Essential Question</b> <b>*Enduring Und</b>	How does knowing the way a character feels help me to know how he or she acts in a story? The students will understand that pictures give clues about the story.	How can I determine the meanings of vocabulary words? The students will understand that context and structural clues help determine the meanings of vocabulary words.	How do the pictures help me make the information more clear? The students will understand that combining sentences helps to make complete sentences.	How do the authors use captions to help me understand new information? The students will understand that captions help in understanding new information.	How can I use other words in the story to help determine the meanings of unknown words? The students will understand that other words in the context help determine the meanings of words.
		<b>Whole-Class Instruction</b>	Read Aloud: Poem “Behind the Museum Door” Make Predictions of new selection Review short & long vowels Apply short & long vowels by reading “When we think of a past” Introduce the Concept: Sentence Combining Daily Phonics Routine: Segmenting Complete Grammar Practice pg. 25 Complete Spelling Practice pg. 25,26	Introduce Vocabulary, Spelling, Selection Read the Selection “Welcome to a New Museum” Discuss the Genre: Non-Fiction/Soc.Stud. Teach Concepts: Sentence Combining Teach the patterns: words with short & long vowels. Daily Phonics Routine: Blending Complete Grammar Practice Book pg. 26 Complete Spelling Practice Book pg. 27	Review spelling and vocabulary words Reread story for fluency Introduce story elements Discuss story questions & activities. Practice and Write: Combine sentences by connecting the subjects. Daily Phonics Routine: Blending Complete Grammar Practice pg. 27 Complete Spelling Practice pg. 28	Review short and long vowels and inflectional endings Practice and Write: Combine sentences by connecting the subjects. Review story elements. Daily Phonics Routine: Fluency Complete Grammar Practice pg. 28 Complete Spelling Practice pg. 29
Daily Rotations for All Students	<b>Instructional Activities</b>	Group A: Writing - Reteach book page 33-42 & Journal Writing Prompt Group B: Listening- Audiocassette Group C: Reading- Reread all leveled books.	Group A: Reading -“Welcome to a New Museum Group B: Writing – Practice book page 33-42 & Journal Writing Prompt Group C: Listening - Audiocassette	Read all previous Leveled Books Group A: Easy Group B: Independent Group C: Challenged	Read Self Selected Books Read all previous Leveled Books Group A: Easy Group B: Independent Group C: Challenged	Group A: Listening – Audiocassette Group B: Reading – “Welcome to a New Museum” Group C: Writing – Extend book page 33-42 Journal Writing Prompt
	<b>Higher Order Questions</b>	1. Why should sentences need combining? 2. Which sounds do long & short vowels make? 3. Give an example of a word with long & short vowels.	1. Why should sentences need combining? 2. Which sounds do long & short vowels make? 3. Give an example of a word with long & short vowels. 4. How can you tell is a story is a realistic fiction?	1. Why does a story have elements? 2. Why should sentences need combining? 3. Give an example of a word with long & short vowels.	1. Why does a story have elements? 2. Why should sentences need combining? 3. Give an example of a word with long & short vowels.	1. Why are context clues important? 2. Why does a story have elements? 3. What sounds do long & short vowels make? 4. Why should sentences need combining?
	<b>Balanced Assessments</b>	Teacher looks for class participation, teamwork, oral responses and completion of assignments.	Teacher looks for class participation, teamwork, oral responses and completion of assignments.	Teacher looks for class participation, teamwork, oral responses and completion of assignments.	Teacher looks for class participation, teamwork, oral responses and completion of assignments.	Complete Teacher made Assessments
	<b>Homework</b>	(1)Write spelling words 10 times each. (2)Write spelling words 5 times each. (3)Read words. Circle the words in each row that have the same vowel sound.	(1)Write a sentence for each spelling words. (2)Write a sentence for the five spelling words. (3)Read words. Circle the words in each row that have the same vowel sound.	(1)Find the meaning of the vocabulary words. (2)Find pictures/draw of vocabulary meaning. (3)Match vocabulary with meaning.	(1)Write a sentence using each vocabulary words. (2)Find pictures/draw of vocabulary meaning. (3)Match vocabulary with meaning.	(1)Write a sentence for each HF words. (2) Write 5 sentences for each HF words. (3)Match each HF words.
	<b>Closure</b>	Ask: Why should a sentence need combining?	Students will answer the questions: what are some words with long & short vowels.	Student will answer the question: What are story elements?	Review long vowels, story elements, combining sentences	What are context clues?
	<b>Technology Integration</b>	www.mhschool.com/reading	www.mhschool.com/reading	www.mhschool.com/reading	www.mhschool.com/reading	www.mhschool.com/reading

**Spelling Words:** time, place, flags, slave, vote, speech, peace, tax, law, trade

**Vocabulary Words:** artist, body, famous, hour, life, visit

**HF Words:** has, now, work, my, little, have, two, red, three, big