

Grade 2 Week 1

Massachusetts Performance Standards

The students will:

- 4.4 Identify base words and their inflectional forms
- 5.4 Identify appropriate end-marks
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Use letter-sound knowledge to decode written English
- 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed
- 8.7 Retell a story with a beginning, middle and end
- 10.1 Identify differences among the common forms of literature; poetry, prose, fiction, non-fiction, and dramatic literature
- 19.5 Write or dictate stories that have a beginning, middle and end

Unit 1 Book 1

Unit Theme : What's New

Story Theme: New Places

Story 1: Ann's First Day

Genre: Realistic Fiction (10.1)

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply - Spell words with short vowels (7.5)
2. Listen for beginning, medial, ending sounds (8.7)
3. Segment sounds (7.7)
4. Review Digraph "ck" /k/ (7.7)
5. Review context clues (8.6)
6. Make predictions (8.6)
7. Inflectional endings -s and -es (4.4)
8. Grammar – questions and statements (5.4)
9. Writing – Personal Narrative (19.5)

Essential Question

What might it be like to move to a new home or school?

Do you like anyone who has moved to a new home or school?

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media and Technology Resources

1. Audio tapes
2. Computer related software

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 2 Week 2

Massachusetts Performance Standards

The students will:

- *2.1 Contribute knowledge to class discussion in order to develop a topic for a class discussion*
- *7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning*
- *7.5 Demonstrate orally that phonemes exist*
- *7.7 Use letter-sound knowledge to decode written English*
- *8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed*
- *12.1 Identify elements of plot character and setting in a favorite story*
- *19.7 Write or dictate letters, directions or short accounts of personal experiences that follow a logical order*

Unit 1 Book 1

Unit Theme : What's New

Story Theme: Pets as Friends

Story 2: Henry and Mudge

Genre: Realistic Fiction (10.1)

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply - Spell words with long vowels (7.5)
2. Listen for medial sounds (7.5)
3. Segment sounds (7.3)
4. Blend sounds/ (7.5)
5. Story elements / Main idea (12.1)
6. Self-monitoring: ask questions (2.1)
7. Making inferences (8.6)
8. Context clues (8.6)
9. Writing – Personal Narrative (19.7)

Essential Question

Do you (or someone you know) consider your pet(s) special friends and/or companions?

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media Resources

1. Audio tapes
2. Computer related software

<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts will be reviewed and connections to concepts should be made by the students. Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
<p>Grade 2 Week 3</p>	
<p>Massachusetts Performance Standards</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> • 5.4 Recognize the subject – predicate relationships in sentences • 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning • 7.5 Demonstrate orally that phonemes exist • 8.7 Retell a story’s beginning, middle and end • 12.1 Identify elements of plot character and setting in a favorite story • 19.7 Write or dictate letters, directions or short accounts of personal experiences that follow a logical order • 24.1 Generate questions and gather information from several sources in a classroom, school or public library 	
<p>Unit 1 Book 1 Unit Theme : What’s New Story Theme: Traditions and Crafts Story 3: <u>Luka’s Quilt</u> Genre: Realistic Fiction (10.1)</p>	
<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Introduce / Model / Decode / Review / Apply - Spell words with long and short vowels (7.5) 2. Listen for beginning sounds (review) medial sounds (7.5) 3. Blend sound and segment sounds (7.5, 7.3) 4. Story elements / Main idea (12.1) 5. Grammar – Subjects (5.4) 6. Review: Context Clues, Making inferences, Summarizing (8.7) 7. Use reference material – (optional) (24.1) 8. Writing – Personal Narrative (19.7) 	<p style="text-align: center;">Essential Question</p> <p style="text-align: center;">Relate / tell about family traditions they have continued and have been passed on.</p>

<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<p style="text-align: center;">Media Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software
<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts will be reviewed and connections to concepts should be made by the students. Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
<p>Grade 2 Week 4</p>	
<p>Massachusetts Performance Standards</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> • 5.4 Recognize the subject – predicate relationships in sentences • 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning • 7.5 Demonstrate orally that phonemes exist • 8.9 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed • 8.7 Retell a story’s beginning, middle and end • 19.7 Write or dictate letters, directions or short accounts of personal experiences that follow a logical order 	
<p>Unit 1 Book 1 Unit Theme : What’s New Story Theme: Ranch Life Story 4: <u>The Round up at Rio Ranch</u> Genre: Information Story (10.1)</p>	
<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Introduce / Model / Decode / Review / Apply - Spell words with long /o/ and /i/ (7.5) 2. Listen for medial sounds (7.5) 3. Blend sound and segment sounds (7.5, 7.3) 4. Make predictions (8.6) 5. Grammar – predicates (5.4) 6. Review: Context Clues, Making inferences, Summarizing (8.7) 7. Writing – Personal Narrative (19.7) 	<p style="text-align: center;">Essential Question</p> <p style="text-align: center;">Share what you know about ranch life and ranch animals.</p>

<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1 Student Text 2 Leveled readers 3 Spelling, Grammar, Skill sheets 4 Center manipulatives 5 Other supplemental teacher resources 	<p style="text-align: center;">Media Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2 Computer related software
<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts will be reviewed and connections to concepts should be made by the students. Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
<p>Grade 2 Week 5</p>	
<p><i>Massachusetts Performance Standards</i></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> • 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated • 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning • 7.5 Demonstrate orally that phonemes exist • 19.7 Write or dictate letters, directions or short accounts of personal experiences that follow a logical order • 22.2 Use correct standard English mechanics 	
<p>Unit 1 Book 1 Unit Theme : What's New Story Theme: Museums Story 5: <u>Welcome to a Museum</u> Genre: Non Fiction / Social Studies Article (13.1)</p>	
<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Review Long and short vowels (7.5) 2. Listen for ending sounds / blends and segment sounds (7.2, 7.3, 7.5) 3. Grammar: Sentence combining (22.2) 4. Writing: Personal narrative (19.7) 	<p style="text-align: center;">Essential Question</p> <p>What is a Museum?</p> <p>Why are certain items kept in a museum?</p>

Teacher Resources	Media Resources
<ol style="list-style-type: none"> 1 Student Text 2 Leveled readers 3 Spelling, Grammar, Skill sheets 4 Center manipulatives 5 Other supplemental teacher resources 	<ol style="list-style-type: none"> 1 Audio tapes 2 Computer related software
Evaluation/Activities	
<p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p>Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>

Grade 2 Week 6

Massachusetts Performance Standards

The students will:

4.4 Identify base words and their inflectional forms

7.7 Use letter-sound knowledge to decode written English

8.7 Retell a story's beginning, middle and end

19.7 Write or dictate letters, directions or short accounts of personal experiences that follow a logical order

Unit 1 Book 1

Unit Theme: What's New

Story Theme: Unit Review

Story Title: Ann's First Day, Henry and Mudge, Luka's Quilt,

The Round-Up At Rio Ranch, Welcome to a Museum *Review one story a day

Objectives (Students will...)	Essential Question
<ol style="list-style-type: none"> 1. Review Long, short vowels inflectional endings –s, & -es (4.4) 2. Review digraph “ck” (7.7) 3. Review inferences, main idea, context clues (8.7) 4. Writing – a personal narrative (19.7) 	<p>What's “new” in your daily life”</p>

<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives <p style="margin-left: 20px;">Other supplemental teacher resources</p>	<p style="text-align: center;">Media and Technology Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software
<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p>Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>

Grade 2 Week 7

Massachusetts Performance Standards

The students will:

- 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb)
- 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning
- 7.5 Use knowledge of r-controlled letter-sound associations to read words
- 7.7 Apply independently the most common letter-sound correspondences; read aloud with fluency and comprehension at grade level
- 8.7 Retell a story’s beginning, middle and end
- 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether they were confirmed or disconfirmed and why.
- 8.10 Restate main ideas
- 19.5 Write or dictate stories that have a beginning, middle and end
- 23.1 Arrange events in order when writing or dictating

Unit 2 Book 1

Unit Theme : Just Between Us

Story Theme: Fund raising

Story 1: Lemonade for Sale

Genre: Realistic Fiction / Humorous Story (10.1)

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply - Spell words with /oo/ sound using u, ue, oo, ew (7.7)
2. Delete / Blend / Segment sounds (7.7, 7.5, 7.3)
3. Ask questions, summarize problem /solution (8.7)
4. Descriptive writing (19.5)
5. Review context clues (8.9)
6. Make inferences (8.9)
7. Words with long a, e, i, & o (7.5)
8. Grammar – nouns (5.6)
9. Writing – Main Idea (23.1, 8.10)

Essential Question

Share different types of fundraisers you’ve been involved with.

Were they for school, clubs, or teams?

For what purpose were the funds being raised?

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media and Technology Resources

1. Audio tapes
2. Computer related software

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 2 Week 8

Massachusetts Performance Standards

The students will:

- *5.2 Recognize that the names of things can also be the names of actions*
- *7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning*
- *7.5 Use knowledge of r-controlled letter-sound associations to read words*
- *7.7 Apply independently the most common letter-sound correspondences; read aloud with fluency and comprehension at grade level*
- *8.7 Retell a story’s beginning, middle and end*
- *8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether they were confirmed or disconfirmed and why.*
- *8.10 Restate main ideas*
- *11.1 Relate themes in works of fiction and non-fiction to personal experiences*
- *12.1 Identify the elements of plot, character, and setting in a favorite story*
- *23.2 Arrange ideas in a way that makes sense.*

Unit 2 Book 1
Unit Theme : Just Between Us
Story Theme: Special Events
Story 2: A Letter to Amy
Genre: Realistic Fiction (10.1)

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply - Spell words with ou/ow, oi/oy, u/ew (7.5)
2. Blend sounds / Segment sounds / Delete Sounds (7.3, 7.5, 7.7)
3. Review long /a/ - (ai, a-e, ay) (7.5)
4. Story elements / Main idea (8.10, 23.2)
5. Grammar: Plural nouns (5.2)
6. Making inferences / Main idea / problem & solution (8.7, 8.9, 8.10)
7. Story Characters/feelings, etc. (12.1)
8. Context clues (8.9)
9. Writing – Descriptive writing (11.1)

Essential Question

Brainstorm list of days that are special such as birthdays and holidays.
Discuss how it feels to share the events with family and friends.

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media Resources

1. Audio tapes
2. Computer related software

<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts will be reviewed and connections to concepts should be made by the students. Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
<p>Grade 2 Week 9</p>	
<p>Massachusetts Performance Standards</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> • 4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words • 5.3 Identify correct capitalization for names and places • 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning • 7.5 Use knowledge of r-controlled letter-sound associations to read words • 7.7 Apply independently the most common letter-sound correspondences; read aloud with fluency and comprehension at grade level • 8.8 Distinguish cause from effect • 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether they were confirmed or disconfirmed and why • 9.1 Identify similarities in plot, setting and character among the works of an author or illustrator • 9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators • 19.5 Write or dictate stories that have a beginning, middle, and end 	
<p>Unit 2 Book 1 Unit Theme : Just Between Us Story Theme: Clubs Story 3: <u>The Best Friends Club</u> Genre: Realistic Fiction (10.1)</p>	
<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Introduce / Model / Decode / Review / Apply - Spell words with r-controlled vowels /ar/, /or/, /ir/ (7.3) 2. Review /ou/, /oi/, /u/(oo) and long vowels (7.5) 3. Blend / segment / delete sounds (7.7) 4. Compound words, (4.7) 5. Sequence of events / analyze characters / Introduce and explain cause & effect (8.8, 8.9, 9.1, 9.2) 6. Grammar – proper nouns (5.3) 7. Review: Making inferences, Summarizing (8.9) 8. Vocabulary in context (8.9) 9. Writing – Descriptive writing (19.5) 	<p style="text-align: center;">Essential Question</p> <p>Share what you know about clubs and belonging to clubs.</p> <p>Explain why clubs need rules.</p>

<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<p style="text-align: center;">Media Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software
<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p>Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
<p>Grade 2 Week 10</p>	
<p>Massachusetts Performance Standards</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> • 4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words • 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb) • 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning • 7.5 Use knowledge of r-controlled letter-sound associations to read words • 7.7 Apply independently the most common letter-sound correspondences; read aloud with fluency and comprehension at grade level • 8.7 Retell a story’s beginning, middle and end • 8.8 Distinguish cause from effect • 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why • 8.10 Restate main ideas • 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator • 19.5 Write or dictate stories that have a beginning, middle, and end 	
<p>Unit 2 Book 1 Unit Theme : Just Between us Story Theme: Being a Younger Child Story 4: Jamaica Tag-Along Genre: Realistic Fiction (10.1)</p>	
<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Introduce / Model / Decode / Review / Apply - Spell words with r-controlled vowels /ar/, /or/, /ir/, /ur/, /er/ (7.3) 2. Review /ar/, /ur/, /ar/, /or/, /u/ and long /e/ (7.3, 7.5) 3. Blend / segment / delete sounds (7.7) 4. Sequence of events / analyze characters / Introduce and explain cause & effect (8.8, 9.1) 5. Grammar – possessive nouns (5.6) 6. Review: Making inferences, main idea, sequencing, compound words (4.7, 8.7, 8.9, 8.10) 7. Writing – Descriptive writing 	<p style="text-align: center;">Essential Question</p> <p>Share what you know about younger siblings being left out of games by older children.</p>

<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<p style="text-align: center;">Media Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software
<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p>Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
<p>Grade 2 Week 11</p>	
<p>Massachusetts Performance Standards</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> • 4.4 Identify base words and their inflectional forms • 4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words • 4.9 identify the meaning of common prefixes • 7.7 Apply independently the most common letter-sound correspondences; read aloud with fluency and comprehension at grade level • 8.7 Retell a story’s beginning, middle and end • 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why • 8.10 Restate main ideas • 19.5 Write or dictate stories that have a beginning, middle, and end 	
<p>Unit 2 Book 1 Unit Theme : Just Between Us Story Theme: Sharks Story: <u>Sharks</u> Genre: Non Fiction / Science Magazine Article (13.1)</p>	
<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Review /ar/, /or/, /ir/, /ur/, /er/, /oi/ (7.7) 2. Prefixes “re” and “un” (4.9) 3. Blend / Segment / Delete sounds (7.7) 4. Review – Making Inferences, problem/solution, compound words, plurals & possessives (4.4, 4.7, 8.7, 8.9, 8.10) 5. Writing: Descriptive writing (19.5) 	<p style="text-align: center;">Essential Question</p> <p>Students will share any facts they know, want to know, think they know about sharks. (K-W-L Chart)</p>

Teacher Resources	Media Resources
<ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software
Evaluation/Activities	
<p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p>Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>

Grade 2 Week 12

<i>Massachusetts Performance Standards</i>
<p><i>The students will:</i></p> <ul style="list-style-type: none"> • <i>4.4 Identify base words and their inflectional forms</i> • <i>4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words</i> • <i>5.3 Identify correct capitalization for names and places</i> • <i>7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated</i> • <i>7.7 Use letter-sound knowledge to decode written English</i> • <i>8.7 Retell a story's beginning, middle and end</i> • <i>8.8 Distinguish cause from effect</i> • <i>8.10 Restate main ideas</i> • <i>23.1 Arrange events in order when writing or dictating</i>

<p>Unit 2 Book 1 Unit Theme: Just Between Us Story Theme: Unit Review Story Title: <u>Lemonade For Sale, A Letter for Amy, The Best Friends Club,</u> <u>Jamaica Tag-Along, Sharks</u> *Review one story a day</p>

Objectives (Students will...)	Essential Question
<ol style="list-style-type: none"> 1. Review /oo/ using u, ue, oo, ew and r-controlled vowels (4.4, 7.7) 2. Review /ou/, /oi/ and /u/ (oo) (7.7) 3. Review long vowels, compound words, proper nouns and possessives (7.7, 4.7, 5.3, 4.4) 4. Review nouns, main idea, context clues, & sequencing (5.3, 8.10, 8.9) 5. Review problem and solution, cause & effect, prefixes "re-" & "un-" (8.7, 8.8, 7.2) 6. Review writing with focus on main idea & descriptive writing (23.1, 8.10) 	<p>What have you learned about working with and playing with family and friends?</p>

<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives <p>Other supplemental teacher resources</p>	<p style="text-align: center;">Media and Technology Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software
<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts will be reviewed and connections to concepts should be made by the students. Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
<p>Grade 2 Week 13</p>	
<p>Massachusetts Performance Standards</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> • 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb) • 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning • 7.5 Use knowledge of r-controlled letter-sound associations to read words • 7.7 Apply independently the most common letter-sound correspondences; read aloud with fluency and comprehension at grade level • 8.7 Retell a story's beginning, middle and end • 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why • 8.10 Restate main idea • 10.1 Identify differences among the common forms of literature: poetry, prose, fiction, non-fiction, fantasy and dramatic literature • 19.5 Write or dictate stories that have a beginning, middle, and end 	
<p>Unit 3 Book 1 Unit Theme : Express Yourself Story Theme: Pleasing Others / Be Yourself Story 1: <u>Arthur Writes a Story</u> Genre: Fiction / Fantasy (10.1)</p>	
<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Introduce / Model / Decode / Review / Apply - Spell words with silent letters l,b,k,w,g,h,gh (7.7) 2. Delete / Blend / Segment sounds (7.7, 7.5, 7.3) 3. Ask questions, summarize problem /solution (8.7) 4. Compare fantasy /reality (10.1) 5. Review context clues, setting, main idea, inferences (8.9, 8.10, 8.9) 6. Words with digraph "th" (7.7) 7. Grammar – action verbs (5.6) 8. Writing – Explanatory writing (19.5) 	<p style="text-align: center;">Essential Question</p> <p>Express what you think the words “be yourself” mean. (*can use word web to record traits)</p>

<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<p style="text-align: center;">Media and Technology Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software
<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts will be reviewed and connections to concepts should be made by the students. Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
<p>Grade 2 Week 14</p>	
<p>Massachusetts Performance Standards</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> • 4.4 Identify base words and their inflectional forms • 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb) • 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning • 7.5 Use knowledge of r-controlled letter-sound associations to read words • 7.7 Apply independently the most common letter-sound correspondences; read aloud with fluency and comprehension at grade level • 8.7 Retell a story's beginning, middle and end • 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why • 8.10 Restate main idea • 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator • 9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators • 11.1 Relate themes in works of fiction and non-fiction to personal experiences • 16.1 Identify familiar forms of traditional literature read aloud • 24.1 Generate questions and gather information from several sources in a classroom, school or public library 	
<p>Unit 3 Book 1 Unit Theme : Just Between Us Story Theme: Special Abilities Story 2: <u>Best Wishes, Ed</u> Genre: Fantasy / Humorous (10.1)</p>	

<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Introduce / Model / Decode / Review / Apply - Spell words with /er/ (7.5, 8.7) 2. Review /er/, /en/, /el/, and silent letters and Long /a/ (4.4, 7.7, 7.5) 3. Blend sounds / Segment sounds / Delete Sounds (7.5, 7.3, 7.7) 4. Use reference materials (24.1) 5. Grammar: present tense verbs (5.6) 6. Making inferences / Main idea / problem & solution / context clues (8.9, 8.10, 8.7) 7. Summarize / analyze characters / Context clues / fantasy & reality (8.9, 9.1, 9.2, 8.7, 16.1) 8. Writing – Explanatory writing (11.1) 	<p style="text-align: center;">Essential Question</p> <p>Share what you know about special abilities.</p> <p>List people such as artists or athletes whose skills they admire.</p> <p>*word web may be used - optional</p>
<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<p style="text-align: center;">Media Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software
<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p>Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
<p>Grade 2 Week 15</p>	
<p>Massachusetts Performance Standards</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> • 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb) • 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning • 7.5 Use knowledge of r-controlled letter-sound associations to read words • 7.7 Apply independently the most common letter-sound correspondences; read aloud with fluency and comprehension at grade level • 8.7 Retell a story’s beginning, middle and end • 8.8 Distinguish cause from effect • 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why • 8.10 Restate main ideas • 11.1 Relate themes in works of fiction and non-fiction to personal experiences 	
<p>UNIT 3 Book 1 Unit Theme : Express Yourself Story Theme: Types of Communication Story 3: <u>Pony Express</u> Genre: Informational Story (10.1)</p>	

Objectives (Students will...)	Essential Question
<ol style="list-style-type: none"> 1. Introduce / Model / Decode / Review / Apply - Spell words with short /e/ :ea (7.5) 2. Review short /e/ ea, er, en, el / silent letters and long /a/ (7.5, 7.7) 3. Blend sounds / segment sounds / delete sounds / substitute sounds (7.5, 7.3, 7.7) 4. Use text features / context clues (8.7) 5. Sequence of events / analyze characters / Introduce and explain cause & effect (8.9, 9.1, 9.2, 8.8) 6. Grammar – past tense verbs (5.6) 7. Review: Main idea (8.10) 8. Writing – Explanatory writing (11.1) 	<p>Have students brainstorm ways that they and their friends might communicate if there were no phones, mail delivery, etc.</p> <p>*chart responses (optional)</p>

Teacher Resources	Media Resources
<ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software

Evaluation/Activities	Lesson Completion Date:
<p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p>Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>

Grade 2 Week 16

Massachusetts Performance Standards

The students will:

- | | |
|--|--|
| <ul style="list-style-type: none"> • 4.6 Identify common antonyms and synonyms • 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb) • 5.14 Identify correct mechanics and correct sentence structure • 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning • 7.5 Use knowledge of r-controlled letter-sound associations to read words • 7.6 Recognize common irregularly spelled words by sight • 7.7 Apply independently the most common letter-sound correspondences; read aloud with fluency and comprehension at grade level • 8.7 Retell a story’s beginning, middle and end • 8.8 Distinguish cause from effect • 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why • 8.10 Restate main ideas | <ul style="list-style-type: none"> 12.1 Identify the elements of plot, character, and setting in a favorite story 19.5 Write or dictate stories that have a beginning, middle, and end |
|--|--|

Unit 3 Book 1
Unit Theme : Express Yourself
Story Theme: Animals in Folktales
Story 4: Nine-In-One, Grr! Grr!
Genre: Folktale (Hmong) (16.1)

<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Introduce / Model / Decode / Review / Apply - Spell words with long /e/ - y, ey (7.5, 7.6) 2. Review long /e/ and short /e/ (7.5) 3. Blend / segment / delete sounds (7.5, 7.3, 7.7) 4. The verb “have” (5.6) 5. Grammar – synonyms (4.6) 6. Review: Making inferences, main idea, setting, cause & effect, sequencing, and summarize (8.9, 8.10, 12.1, 8.8, 8.7) 7. Writing – Explanatory writing (19.5) 	<p style="text-align: center;">Essential Question</p> <p>Discuss how animal characters act in stories / folktales such as Goldilocks, etc. Compare these animals to real animals. *make a chart - optional</p>
<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1 Student Text 2 Leveled readers 3 Spelling, Grammar, Skill sheets 4 Center manipulatives 5 Other supplemental teacher resources 	<p style="text-align: center;">Media Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software
<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts will be reviewed and connections to concepts should be made by the students. Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>

Grade 2 Week 17

Massachusetts Performance Standards

The students will:

- 4.6 Identify common antonyms and synonyms
- 5.14 Identify correct mechanics and correct sentence structure
- 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning
- 7.5 Use knowledge of r-controlled letter-sound associations to read words
- 7.7 Apply independently the most common letter-sound correspondences; read aloud with fluency and comprehension at grade level
- 8.8 Distinguish cause from effect
- 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why
- 16.1 Identify familiar forms of traditional literature read aloud
- 19.5 Write or dictate stories that have a beginning, middle, and end

Unit 3 - Book 1
Unit Theme : Express Yourself
Story Theme: The Changing Quarter
Story : Change for the Quarter
Genre: Non-Fiction Social Studies Magazine Article (13.1)

<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Blend / Segment / Delete sounds for long /e/, short /e/, and silent letters (7.7, 7.3, 7.7) 2. Review – fantasy/reality, synonyms, cause & effect, context clues and sentence combining. (16.1, 4.6, 8.8, 8.9, 5.14) 3. Writing: Explanatory writing (19.5) 	<p style="text-align: center;">Essential Question</p> <p>Students will share what they know about the quarter as a unit of currency. *create a quarters chart – optional (K-W-L)</p>
<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<p style="text-align: center;">Media Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software
<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts will be reviewed and connections to concepts should be made by the students. Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>

Grade 2 Week 18

Massachusetts Performance Standards

The students will:

- 4.6 Identify common antonyms and synonyms
- 5.14 Identify correct mechanics and correct sentence structure
- 7.5 Use knowledge of r-controlled letter-sound associations to read words
- 7.6 Recognize common irregularly spelled words by sight
- 7.7 Apply independently the most common letter-sound correspondences; read aloud with fluency and comprehension at grade level
- 8.7 Retell a story's beginning, middle and end
- 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why
- 8.10 Restate main ideas
- 16.1 Identify familiar forms of traditional literature read aloud
- 19.5 Write or dictate stories that have a beginning, middle, and end

Unit 3 Book 1

Unit Theme: Express Yourself

Story Theme: Unit Review

Story Title: Arthur Writes a Story, Best Wishes Ed, Pony Express, Nine-In-One, Grr! Grr!,
Change for a Quarter *Review one story a day

Objectives (Students will...)

1. Review Silent letters l, b, k, w, g, h, gh, past tense verbs, "to Have" (7.7, 5.14)
2. Review digraph "th" active verbs, context clues, setting, main idea, inferences, fantasy/reality (7.7, 5.14, 8.9, 8.10, 16.1)
3. Review /e/ -y, ey, long a, /er/, /en/, /el/ synonyms, summarizing, sequencing (7.5, 7.6, 4.6, 8.7, 8.9)
4. Expository writing (19.5)

Essential Question

Tell about a time you were not acting yourself.
What happened?
What Problems did it cause?

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media and Technology Resources

1. Audio tapes
2. Computer related software

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 2 Week 19

Massachusetts Performance Standards

The students will:

- 4.4 Identify base words and their inflectional forms
- 4.6 Identify common antonyms and synonyms
- 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning
- 7.5 Use knowledge of r-controlled letter-sound associations to read words
- 7.7 Apply independently the most common letter-sound correspondences; read aloud with fluency and comprehension at grade level
- 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why
- 8.7 Retell a story's beginning, middle and end
- 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why
- 15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature
- 19.5 Write or dictate stories that have a beginning, middle, and end

Unit 1 Book 2
Unit Theme : Look Around
Story Theme: Characteristics of Cats
Story 1: Charlie Anderson
Genre: Realistic Fiction (10.1)

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply - Spell words with /u/(oo), /i/ (igh) (7.5)
2. Delete / Blend / Segment / Substitute sounds (7.7, 7.5, 7.3, 7.3)
3. Inflectional ending -er (4.4)
4. Review inferences, summarize, draw conclusions (8.9, 8.7, 8.6)
5. Grammar – linking verbs / antonyms (15.4, 4.6)
6. Writing – Comparative writing (19.5)

Essential Question

Students work with groups to record cat behaviors on a web diagram.

 *create a “cat” web

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media and Technology Resources

1. Audio tapes
2. Computer related software

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 2 Week 20

Massachusetts Performance Standards

The students will:

- 4.16 Write and identify the meaning of the terms “antonym”, “synonym”, and “homophone”
- 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Use letter sound knowledge to decode written English
- 8.7 Retell a story’s beginning, middle and end
- 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why
- 8.10 Restate main ideas
- 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator
- 9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrator
- 9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author’s life
- 15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature
- 16.1 Identify familiar forms of traditional literature read aloud
- 19.5 Write or dictate stories that have a beginning, middle, and end

Unit 1 Book 2

Unit Theme : Look Around

Story Theme: Protecting the Environment

Story 2: Fernando’s Gift

Genre: Fiction / Informational Story

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply - Spell words soft “c” and soft “g” (7.7)
2. Review /u/ (oo) (7.5)
3. Blend sounds / Segment sounds / Delete Sounds (7.3, 7.5, 7.7, 7.3)
4. Review antonyms, (4.16)
5. Making inferences / Main idea / problem & solution / context clues (8.9, 8.7, 8.10, 8.7)
6. Summarize / analyze characters / compare & contrast / fantasy & reality (8.7, 9.1, 9.2, 9.3, 16.1)
7. Helping verbs (15.4)
8. Writing – Comparative writing (19.5)

Essential Question

What ideas can you share about ways people can help save the environment?

*Chart problems / cause / solution (optional)

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media Resources

1. Audio tapes
2. Computer related software

<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts will be reviewed and connections to concepts should be made by the students. Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
<p>Grade 2 Week 21</p>	
<p>Massachusetts Performance Standards</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> • 4.4 Identify base words and their inflectional forms • 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb) • 7.2 Demonstrate orally that phonemes exist and that they can isolated and manipulated • 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning • 7.5 Demonstrate orally that phonemes exist • 7.7 Use letter sound knowledge to decode written English • 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why • 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why • 8.10 Restate main ideas • 19.5 Write or dictate stories that have a beginning, middle, and end • 24.1 Generate questions and gather information from several sources in a classroom, school or public library 	
<p>Unit 1 Book 2 Unit Theme : Look Around Story Theme: Historical Sites and Natural Wonders in the U.S. Story 3: <u>The Best Vacation Ever</u> Genre: Informational Story / Non Fiction Social Studies (13.1)</p>	
<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Introduce / Model / Decode / Review / Apply - Spell words with /o/ a, aw, au sounds (7.3) 2. Review short /o/ a, aw, au, soft c, soft g, /u/ (oo), long /i/ and inflectional endings –er and –est (7.3, 7.5, 7.7, 4.4) 3. Blend sounds / segment sounds / delete sounds / substitute sounds (7.2) 4. Make inferences / context clues (8.9, 8.9) 5. Read a map (optional) (24.1) 6. Grammar – irregular verbs (5.6) 7. Review: Main idea / draw conclusions (8.10, 8.6) 8. Writing – comparative writing (19.5) 	<p style="text-align: center;">Essential Question</p> <p>Discuss historical sites (ie: the Statue of Liberty) and natural wonders (ie: Yellowstone Nat'l Park) as places people visit on vacation.</p> <p>Invite students to share those they have visited.</p> <p>*chart site/wonder and location (optional)</p>
<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<p style="text-align: center;">Media Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software

<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p>Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
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Grade 2 Week 22

Massachusetts Performance Standards

The students will:

- 4.4 Identify base words and their inflectional forms
- 4.6 Identify common antonyms and synonyms
- 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb)
- 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning
- 7.4 Demonstrate understanding of the various features of written English
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Use letter sound knowledge to decode written English
- 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why
- 8.7 Retell a story's beginning, middle and end
- 8.10 Restate main ideas
- 19.5 Write or dictate stories that have a beginning, middle, and end

Unit 1 Book 2

Unit Theme : Look Around

Story Theme: Nocturnal Animals

Story 4: Zipping, Zapping, Zooming Bats

Genre: Narrative Non-Fiction Science (13.1)

<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Introduce / Model / Decode / Review / Apply - Spell words with digraphs "ph" and "tch" (7.2) 2. Review "ph", "tch", soft c, soft g, contractions, long /e/ (ee, ea) (7.2, 7.7, 7.4, 7.5) 3. Blend / segment / delete sounds (7.5, 7.3) 4. Inflectional endings -er and -est (4.4) 5. Grammar – antonyms, synonyms, and irregular verbs (4.6, 4.6, 5.6) 6. Review: main idea, context clues, form generalizations (8.10, 8.7, 8.6) 7. Writing – Comparative writing (19.5) 	<p style="text-align: center;">Essential Question</p> <p>Ask children what they know (K-W-L chart) about bats, cats, raccoons, owls and other nocturnal animals. Chart answers.</p> <p>*Make a chart (animal, diet, habitat, fly or walk, etc.)</p>
<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<p style="text-align: center;">Media Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software

<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p>Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
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Grade 2 Week 23

<p>Massachusetts Performance Standards</p>
<p><i>The students will:</i></p> <ul style="list-style-type: none"> • 4.4 Identify base words and their inflectional forms • 4.6 Identify common antonyms and synonyms • 7.2 Demonstrate orally that phonemes exist and that they can isolated and manipulated • 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning • 7.5 Demonstrate orally that phonemes exist • 7.7 Use letter sound knowledge to decode written English • 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why • 9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author’s life • 19.5 Write or dictate stories that have a beginning, middle, and end

Unit 1 Book 2
Unit Theme : Look Around
Story Theme: Bats Help People
Story: Going Battv for Bats
Genre: Non-Fiction Science Article (13.1)

<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Blend / Segment / Delete / Substitute sounds (7.5, 7.3, 7.7) 2. Review “ph”, “tch”, soft “c” and soft “g” (7.2, 7.7) 3. Review: drawing conclusions, compare & contrast (8.9, 9.3) 4. Review contractions, synonyms, antonyms, inflectional endings (7.4, 4.6, 4.6, 4.4) 5. Writing: Comparative writing (19.5) 	<p style="text-align: center;">Essential Question</p> <p>Ask students to share facts that they know about bats – how they help people, etc</p> <p>Relate fact that folktales and other stories have created fears about real – life bats.</p> <p style="text-align: center;">*make a “bat” web</p>
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<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<p style="text-align: center;">Media Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software
<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p>Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>

Grade 2 Week 24

Massachusetts Performance Standards

The students will:

- 4.4 Identify base words and their inflectional forms
- 4.6 Identify common antonyms and synonyms
- 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb)
- 7.4 Demonstrate understanding of the various features of written English
- 7.5 Demonstrate orally that phonemes exist
- 7.6 Recognize common irregularly spelled words by sight
- 7.7 Use letter sound knowledge to decode written English
- 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why
- 8.10 Restate main ideas
- 9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life
- 19.5 Write or dictate stories that have a beginning, middle, and end

Unit 1 Book 2

Unit Theme: Look Around

Story Theme: Unit Review

Story Title: Charlie Anderson, Fernando's Gift, The Best Vacation Ever, Ziping, Zapping, Zooming Bats,
Going Batty for Bats *Review one story a day

Objectives (Students will...)

1. Review /u/ oo, /i/ -igh, -er, -est, inflectional endings, ph (7.5, 7.6, 4.4, 7.7, 7.4)
2. Review tch, soft c, soft g, contractions, & long /e/ (ee, ea) (7.2, 7.7)
3. Review antonyms, synonyms, irregular verbs, (4.6, 5.6, 7.4)
4. Review main idea, context clues, forming generalizations, compare & contrast, drawing conclusions (8.10, 9.3, 8.6)
5. Comparative writing (19.5)

Essential Question

What will the earth be like in 100 years if we continue to endanger animals and destroy our environment?

Teacher Resources

1. Student Text
 2. Leveled readers
 3. Spelling, Grammar, Skill sheets
 4. Center manipulatives
- Other supplemental teacher resources

Media and Technology Resources

1. Audio tapes
2. Computer related software

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 2 Week 25

Massachusetts Performance Standards

The students will:

- 5.9 Identify eight basic parts of speech including nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions & interjections
- 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning
- 7.5 Demonstrate orally that phonemes exist
- 7.6 Recognize common irregularly spelled words by sight
- 7.7 Use letter sound knowledge to decode written English
- 8.7 Retell a story's beginning, middle and end
- 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why
- 19.5 Write or dictate stories that have a beginning, middle, and end

Unit 2 Book 2
Unit Theme : Figure It Out
Story Theme: Plays
Story 1: The Bremen Town Musicians
Genre: Play (17.1)

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply - Spell words with /o/ (a), /or/ (or), /ar/are, /ir/ear, c, k, & ck (7.5, 7.6)
2. Delete / Blend / Segment / Substitute sounds (7.5, 7.3, 7.7)
3. Suffixes (7.2)
4. Review inferences, summarize, context clues (8.9, 8.7)
5. Grammar – pronouns (5.9)
6. Writing – Expository writing (19.5)

Essential Question

What do plays and stories have in common?

What things are special or specific to plays?

*create a chart or Venn Diagram

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media and Technology Resources

1. Audio tapes
2. Computer related software

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 2 Week 26

Massachusetts Performance Standards

The students will:

- 4.6 Identify common antonyms and synonyms
- 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Use letter sound knowledge to decode written English
- 8.7 Retell a story's beginning, middle and end
- 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why
- 8.10 Restate main ideas
- 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator
- 9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrator
- 9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life
- 15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature
- 16.1 Identify familiar forms of traditional literature read aloud
- 19.5 Write or dictate stories that have a beginning, middle, and end

Unit 2 Book 2

Unit Theme : Figure It Out

Story Theme: Team Sports

Story 2: Our Soccer League

Genre: Narrative Non-Fiction Photo Essay (13.1)

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply - Spell words soft "c" and soft "g" (7.5, 7.7)
2. Review /u/ oo, ue, ew, /or/or, ore, words with blends tr, bl, pl, br,dr, long /o/ (7.5)
3. Blend sounds / Segment sounds / Substitute sounds (7.5, 7.3, 7.3)
4. Review antonyms, homophones (4.6, 4.6)
5. Making inferences / Main idea / problem & solution / context clues / sequence events (8.9, 8.10, 8.7, 8.7, 8.9)
6. Summarize / analyze characters / compare & contrast / fantasy & reality (8.7, 9.1, 9.2, 9.3, 16.1)
7. Grammar – I, me, we, us (15.4)
8. Writing – expository writing (19.5)

Essential Question

Discuss what being a part of a team means.

Compare and contrast how team sports and individual sports are different / alike.

*use Venn Diagram

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media Resources

1. Audio tapes
2. Computer related software

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 2 Week 27

Massachusetts Performance Standards

The students will:

- 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb)
- 7.1 Demonstrate an understanding of the forms and functions of written English
- 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning
- 7.4 Demonstrate understanding of the various features of written English
- 7.5 Demonstrate orally that phonemes exist
- 7.6 Recognize common irregularly spelled words by sight
- 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why
- 8.7 Retell a story's beginning, middle and end
- 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why
- 8.10 Restate main ideas
- 19.5 Write or dictate stories that have a beginning, middle, and end

Unit 2 Book 2
 Unit Theme : Figure it Out
 Story Theme: Learning to Read
 Story 3: The Wednesday Surprise
 Genre: Realistic Fiction (10.1)

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply - Spell words with /er/ er, /en/en , /el/ le (7.5, 7.6)
2. Blend sounds / segment sounds / substitute sounds (7.5, 7.3, 7.3)
3. Make inferences / context clues / sequence / decoding consonant blends “pr”, “sw”, “sl”, “st”, “sm”, “sp”. (8.9, 8.7, 8.9)
4. Review /ar/ /an/ /a/ /u/ /or/ /ir/ (7.5)
5. Contractions / summarize / word choice (7.4, 8.7, 7.1)
6. Grammar – possessive pronouns (5.6)
7. Review: Main idea / draw conclusions (8.10, 8.6)
8. Writing – expository writing (19.5)

Essential Question

Discuss why reading is important, and then create a web to record different things people read.

 *create a word web

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media Resources

1. Audio tapes
2. Computer related software

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 2 Week 28

Massachusetts Performance Standards

The students will

- 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb)
- 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning
- 7.4 Demonstrate understanding of the various features of written English
- 7.5 Demonstrate orally that phonemes exist
- 7.6 Recognize common irregularly spelled words by sight
- 7.7 Use letter sound knowledge to decode written English
- 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why
- 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why
- 8.10 Restate main ideas
- 19.5 Write or dictate stories that have a beginning, middle, and end

Unit 2 Book 2

Theme: Figure It Out

Story Theme: Natural History Museums

Story 4: Fossils Tell of Long Ago

Genre: Informational Story (13.1)

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply - Spell words with ou, ow, oi, oy, and final blends ft, nd, st, nk. (7.5, 7.6, 7.2)
2. Review “ph”, “tch”, soft c, soft g, contractions, long /e/ (ee, ea) , /j/ ge, /s/ ce (7.5, 7.6, 7.4, 7.6)
3. Blend / segment / substitute sounds (7.5, 7.3, 7.3)
4. Decode multi-syllabic words (7.7)
5. Grammar – pronoun/verb agreement (5.6)
6. Review: main idea, context clues, form generalizations, sequence (8.10, 8.9, 8.6, 8.9)
7. Writing – Expository writing (19.5)

Essential Question

Have students share experiences visiting a natural history museum.

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media Resources

1. Audio tapes
2. Computer related software

<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts will be reviewed and connections to concepts should be made by the students. Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
Grade 2 Week 29	
<i>Massachusetts Performance Standards</i>	
<p><i>The students will:</i></p> <ul style="list-style-type: none"> • 7.2 Demonstrate orally that phonemes exist and that they can isolated and manipulated • 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning • 7.4 Demonstrate understanding of the various features of written English • 7.5 Demonstrate orally that phonemes exist • 7.7 Use letter sound knowledge to decode written English • 19.5 Write or dictate stories that have a beginning, middle, and end 	
<p>Unit 2 Book 2 Unit Theme : Figure it Out Story Theme: Fossils Story: <u>Are You a Fossil Fan?</u> Genre: Non-Fiction Science Article (13.1)</p>	
<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Blend / Segment / Delete / Substitute sounds (7.5, 7.3, 7.7, 7.3) 2. Introduce / Model / Decode / Review / Apply - Spell words with ou, ow, oi, oy, ow, er, le, oo, en, (7.5) 3. Review sequences, context clues, suffixes ly, ful (7.2) 4. Review contraction (7.4) 5. Writing: Expository writing (19.5) 	<p style="text-align: center;">Essential Question</p> <p>Ask students to explain how fossils are formed.</p> <p>Create a fossil fact chart with questions & answers.</p>
<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<p style="text-align: center;">Media Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 2 Week 30

Massachusetts Performance Standards

The students will:

- 4.6 Identify common antonyms and synonyms
- 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb)
- 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Use letter-sound knowledge to decode written English
- 8.1 Make predictions using prior knowledge, pictures and text
- 8.7 Retell a story's beginning, middle and end
- 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why
- 19.5 Write or dictate stories that have a beginning, middle, and end

Unit 2 Book 2

Unit Theme: Figure It Out

Story Theme: Unit Review

**Story Title: The Bremen Town Musicians, Our Soccer League, The Wednesday Surprise
Fossils Tell of Long Ago, Are You a Fossil Fan *Review one story a day**

Objectives (Students will...)

1. Review contractions, sequences, context clues, suffixes “-ly” and “-ful” (7.7, 8.1, 8.7, 8.9)
2. Review Long /o/ o, ou, ow, oi, oy, ow, er, le, oo, en, (7.5, 7.7)
3. Review /o/ (a), /or/(or), /ar/ (are), /ir/ (ear), c, k, ck, (7.5, 7.7)
4. Review blends tr, bl, pl, br, dr, pr, sw, sl, st, sm, sp (7.2, 7.5, 7.7)
5. Review possessive pronouns, homophones, antonyms, I, me, we, us (4.6,5.6)
6. Expository writing (19.5)

Essential Question

How do you solve problems that you have?
What helps you figure out your solutions?

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media and Technology Resources

1. Audio tapes
2. Computer related software

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 2 Week 31

Massachusetts Performance Standards

The students will:

- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project
- 4.5 Identify the relevant meaning for a word with multiple meanings using its context
- 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb)
- 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning
- 7.5 Demonstrate orally that phonemes exist
- 7.6 Recognize common irregularly spelled words by sight
- 7.7 Use letter sound knowledge to decode written English
- 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why
- 8.7 Retell a story's beginning, middle and end
- 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why

Unit 2 Book 3

Unit Theme : Starting Now: Unexpected Events

Story Theme: Animals At Work

Story 1: Officer Buckle and Gloria

Genre: Fantasy/Humorous Fiction (10.1)

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply / Spell words with diagraphs, ph, tch, words w/double Consonants (7.7, 7.6)
2. Blend, segment, substitute sounds (7.5, 7.3, 7.7)
3. Write a story using adjectives, multiple meaning words, making inferences, (5.6, 4.5, 8.9)
4. Writing - Self monitoring, context clues (2.1, 8.6)
5. Summarize and form generalizations (8.7)

Essential Question

How do animals help people work?

Create a word web

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media Resources

1. Audio tapes
2. Computer related software

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 2 Week 32

Massachusetts Performance Standards

The students will:

- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project
- 4.5 Identify the relevant meaning for a word with multiple meanings using its context
- 4.6 Identify common antonyms and synonyms
- 4.16 Write and identify the meaning of the terms “antonym”, “synonym”, and “homophone”
- 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb)
- 5.7 Identify correct mechanics, correct usage, and correct sentence structure
- 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning
- 7.5 Demonstrate orally that phonemes exist
- 7.6 Recognize common irregularly spelled words by sight
- 7.7 Use letter sound knowledge to decode written English
- 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why
- 8.7 Retell a story’s beginning, middle and end
- 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why

Unit 2 Book 3

Unit Theme : Starting Now: Unexpected Events

Story Theme: On the Move

Story 2: Tomas and the Library Lady

Genre: Informational/Biographical Story (10.1)

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply / Spell words with long e, i, tch, ch, and, digraphs sh, ch, tch (7.7, 7.6, 7.5)
2. Blend, segment, substitute sounds (7.5, 7.3, 7.7)
3. Write a story using adjectives, multiple meaning words, making inferences, (5.6, 4.5, 8.9)
4. Write - Self monitoring, using context clues (2.1, 8.6,)
5. Write using antonyms, homographs, synonyms, long u spelled ue (4.6, 4.16, 4.6, 7.7)
6. Summarize and have main idea (8.7)
7. Write a story using “a” and “an” (5.7)

Essential Question

Create a word web to record why people might move from one place to another.

Have students share their experiences.

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media Resources

1. Audio tapes
2. Computer related software

Evaluation/Activities		Lesson Completion Date:
<p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p>Quiz: Formal assessments will be given as warranted by the curriculum.</p>		<p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>
Grade 2 Week 33		
Massachusetts Performance Standards		
<p><i>The students will:</i></p> <ul style="list-style-type: none"> • 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb) • 5.8 Identify words or word parts from other languages that have been adopted into the English language • 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning • 7.5 Demonstrate orally that phonemes exist • 7.6 Recognize common irregularly spelled words by sight • 7.7 Use letter sound knowledge to decode written English • 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why • 8.7 Retell a story's beginning, middle and end • 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why 		
<p>Unit 2 Book 3 Unit Theme : Starting Now: Unexpected Events Story Theme: Sibling Relationships Story 3: <u>Princess Pooh</u> Genre: Realistic Fiction (10.1)</p>		
Objectives (Students will...)	Essential Question	
<ol style="list-style-type: none"> 1. Introduce / Model / Decode / Review / Apply / Spell words with long a, o, e, i, tch, ch, and diagraphs th, sh (7.7, 7.6, 7.5) 2. Blend, segment, substitute sounds (7.5, 7.3, 7.7) 3. Write a story using adjectives that compare and figurative language (5.6, 5.8) 4. Write - using context clues, making inferences (8.6, 8.9) 5. Summarize and form generalizations (8.7) 	<p>Describe relationships with siblings.</p> <p>Create word web</p>	
Teacher Resources	Media Resources	
<ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software 	

Evaluation/Activities	Lesson Completion Date: Technology Used/ Date Used: Completed By: Comments:
Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts will be reviewed and connections to concepts should be made by the students. Quiz: Formal assessments will be given as warranted by the curriculum.	

Grade 2 Week 34

Massachusetts Performance Standards

The students will:

- 4.5 Identify the relevant meaning for a word with multiple meanings using its context
- 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb)
- 5.8 Identify words or word parts from other languages that have been adopted into the English language
- 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning
- 7.4 Demonstrate understanding of the various features of written English
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Use letter sound knowledge to decode written English
- 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why
- 8.7 Retell a story's beginning, middle and end
- 8.9 Make predictions about the content of a text using prior knowledge and text features and explain whether or not they were confirmed or disconfirmed and why

Unit 2 Book 3
Unit Theme : Starting Now: Unexpected Events
Story Theme: Sea Creatures
Story 4: Swimmy
Genre: Fiction/Fantasy (10.1)

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply / Spell words with soft c, g; long a, o, e, i; ph, tch, digraphs th, wh (7.7, 7.6)
2. Blend, segment, substitute sounds (7.5, 7.3, 7.7)
3. Write a story using adverbs, multiple meaning words, making inferences, (5.6, 4.5, 8.9)
4. Write using figurative language, main idea and details (5.8, 8.7)
5. Write using context clues, words with suffixes (8.6, 7.2)
6. Write a story using words that sound like "e" spelled with a "y" (7.7)

Essential Question

- Compare and contrast sea/land animals.
- Create a word web

<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Student Text 2. Leveled readers 3. Spelling, Grammar, Skill sheets 4. Center manipulatives 5. Other supplemental teacher resources 	<p style="text-align: center;">Media Resources</p> <ol style="list-style-type: none"> 1. Audio tapes 2. Computer related software
<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p>Quiz: Formal assessments will be given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>

Massachusetts Performance Standards

The students will:

- 4.5 Identify the relevant meaning for a word with multiple meanings using its context
- 4.6 Identify common antonyms and synonyms
- 7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Use letter sound knowledge to decode written English
- 8.7 Retell a story's beginning, middle and end

Unit 2 Book 3

Unit Theme : Starting Now: Unexpected Events

Story Theme: Some Plants Are Endangered

Story: The World's Plants Are in Danger

Genre: Nonfiction-Science/Social Studies (Magazine Article) (13.1)

Objectives (Students will...)

1. Introduce / Model / Decode / Review / Apply / Spell words with soft c, g; ph, tch; long a, o, e, i, (7.5)
2. Blend, segment, substitute sounds, delete sounds (7.5, 7.3, 7.7)
3. Write a story using antonyms, multiple meaning words, synonyms (4.6, 4.5, 4.6)
4. Write using figurative language and form generalizations (8.7)
5. Write a story using a main idea (8.7)

Essential Question

Discuss things in nature dying out, disappearing and why it's important to protect them.

Create a word web

Teacher Resources

1. Student Text
2. Leveled readers
3. Spelling, Grammar, Skill sheets
4. Center manipulatives
5. Other supplemental teacher resources

Media Resources

1. Audio tapes
2. Computer related software

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 2 Week 36

Massachusetts Performance Standards

The students will:

- 4.4 Identify base words and their inflectional forms
- 4.6 Identify common antonyms and synonyms
- 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb)
- 5.9 Identify eight basic parts of speech including nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions & interjections
- 7.4 Demonstrate understanding of the various features of written English
- 7.5 Demonstrate orally that phonemes exist
- 7.6 Recognize common irregularly spelled words by sight
- 7.7 Use letter sound knowledge to decode written English

Unit 3 Book 2

Unit Theme: Starting Now; Unexpected Events

Story Theme: Unit Review

Story Title: Officer Buckle and Gloria, Tomas and the Library Lady, Princess Pooh Swimmy, The World's Plants Are In Danger *Review one story a day

Objectives (Students will...)

1. Review long vowels, tch, ch, digraphs, sh, ph, th, wh, double consonants, (7.5, 7.6, 4.4, 7.7, 7.4)
2. Review words where /e/ is spelled with a 'y' (7.7)
3. Review adverbs, adjectives, figurative language, context clues, inferences, multi-meaning words (4.6, 5.6, 7.4)
4. Review main idea, antonyms, synonyms, homographs, indefinite articles (4.6, 5.6, 5.9)

Essential Question

How do you handle events that happen but you didn't plan for?

Teacher Resources

1. Student Text
 2. Leveled readers
 3. Spelling, Grammar, Skill sheets
 4. Center manipulatives
- Other supplemental teacher resources

Media and Technology Resources

1. Audio tapes
2. Computer related software

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

