

Topic/Unit Planner

Teacher (s): Sr.M.Veronica and Mrs. Meade
Grade: 2

Subject: Language Arts

Topic/sub-topics	Essential Learning	Standards	Performance Assessment	Activities
<p>Major Resources: Reading Basel reader, Trade books, leveled readers, Phonics Book</p> <p><u>Arthur Writes A Story</u> by Marc Brown</p> <p><u>Best Wishes Ed</u> by James Stevenson</p>	<p>Understandings (SWUT): Skills (SWBAT): (Students will be able to...)</p> <p>(Students will understand that...) word analysis skills are used to decode new words Use phonemic awareness to identify regular one and two syllable words Recognize 300 high frequency words Use letter sound and sight vocabulary to read silently/ age appropriate material Identify the literary elements of theme, setting, plot and character within literary works. Decode to self correct miscues while reading Use a variety of resources- (glossary/dictionary) to identify meanings of unfamiliar words</p> <p>1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms. 4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension. 2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others</p> <p>Read fiction and non-fiction materials for a specific purpose Use clues to make predictions Recognizing sequencing in text Develop familiarity with poetry Recognize when rereading is required Locate answers to age-appropriate questions</p>	<p>1A</p> <p>2.A.1a</p> <p>1B</p> <p>1.C.1e</p> <p>2.B.1a</p>	<p>Oral recitation, Poetry, individual assessment of phonic skills, Using charts the students will retell the story of a variety of different books and stories</p> <p>Retelling the story, writing personal narratives, comprehension questions,</p>	<p>-Weekly Spelling test -Picture walk of the story -Making Predictions about the story -leveled readers -book report books -Partner reading</p> <p>After studying Marc Brown’s style of writing the students will create and design an Arthur story of their own.</p>

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<p>Various non-fiction books from our collection and from the public library</p> <p>Tacky stories Osbert the Penguin</p> <p>Nine In One, Grrr!!!</p>	<p>Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).</p> <p>3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events</p> <p>3.A.1 Construct complete sentences, which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high frequency words; and appropriate use of the eight parts of speech.</p> <p>3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).</p> <p>5.C.1b Use print, non-print, human and technological resources to acquire and use information.</p> <p>5.A.1b Locate information using a variety of resources.</p> <p>5.C.1a Write letters, reports and stories based on acquired information.</p> <p>5.B.1b Cite sources used.</p> <p>3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.</p> <p>1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.</p>		<p>After analyzing non-fiction books and on-line sources the students will compare and contrast two different penguins and draw a poster comparing the two.</p> <p>After reading several fiction stories with penguins as the main characters the students will act out (retell) a story using puppets.</p> <p>The students will retell the story, Nine In One, GRRR!!!! using puppets.</p>
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	<p>3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.</p> <p>4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.</p> <p>4.A.1c Follow oral instructions accurately.</p> <p>4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).</p> <p>4.B.1b Participate in discussions around a common topic.</p>			
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