

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>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>

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<p>Breman Town Musicians</p> <p><u>Wednesday Surprise</u></p> <p><u>Fossils Tell of Long Ago/Are You A Fossil Fan?</u></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>How would this story change if Grandma didn't learn how to read, if Sam taught her vs. his little sister? Predict what might have happened to Grandma? How did reading change her life? Etc.</p> <p>Describe a family member that is special to you.</p> <p>Expository Writing: Tell about the school musical</p> <p>Tell About a favorite activity</p> <p>Tell about a favorite color</p> <p>Tell about a favorite book</p>	<p>Play for fluency Scenery-plot, setting, etc. Compare and contrast different versions of the same story.</p> <p>Through narrative and illustrations</p> <p>Compare and contrast two different dinosaurs.</p> <p>Demonstrate the different steps of how a fossil forms.</p>
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<p>Non-fiction and Fiction books from our own libraries and from the public land school libraries</p> <p><u>The Plot Chickens</u></p>	<p>1.C.1c Make comparisons across reading selections.</p> <p>1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).</p> <p>1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).</p> <p>2.A.1b Classify literary works as fiction or nonfiction.</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.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).</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>		<p>Using Who What When Where Why</p> <p>Write A Fiction story using <u>The Plot Chickens</u></p> <ol style="list-style-type: none"> 1. Main Character 2. Hatch A Plot 3. Give Main Character a Problem 4. Develop a Plot (ask what if) 5. Write What You Know 6. Build suspense 7. Use all 5 senses 8. Character Solves the problem 	<p>Summarize the main idea and various details of assorted selections. Restate the main idea of assigned selections.</p> <p style="text-align: right;">Morning Meeting Traveling book Bag</p>
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