

Second grade—Reading—Houghton Mifflin Harcourt® Journeys (2018)

Lesson 6

Anchor Text: *Animals Building Homes*

Companion Text: *Whose Home Is This?*

Essential Question: What are animal homes like?

Monday	Tuesday	Wednesday	Thursday	Friday
Whole Group: Day 1 (T13) *Phonemic Awareness Identify Phonemes -Segment the sounds in: and, bad, bad, bad, and, and, and, and *Phonics (T14) Words with final blends. Use additive blending as anchor chart. *High Frequency Words (animals, bear, know, most, myself, second, she, sleep, three, work) Introduce words with flashcards. *Vocabulary (shaped, branches, pond, beads, deepest, break, hang, winding) Introduce vocabulary context cards.	Whole Group: Day 2 (T37) *Phonemic Awareness Identify Phonemes -Segment the sounds in: ring, pick, pick, sit, king, and, and, drink, drink, ring, ring, gift, gift *Phonics (T38) Words with final blends. Add to anchor chart from Monday. *High Frequency Words (animals, bear, know, most, myself, second, she, sleep, three, work) Review words with flashcards. *Vocabulary (shaped, branches, pond, beads, deepest, break, hang, winding) Review vocabulary context cards.	Whole Group: Day 3 (T47) *Phonemic Awareness Identify Phonemes -Tell the vowel sound and the sound that comes next in: went, when, next, net, flow, find, win, wing *Phonics (T48) Pace out spelling sound cards to students and call out words from the word list. Students spell out words with the vowel cards. *High Frequency Words (animals, bear, know, most, myself, second, she, sleep, three, work) Review words with flashcards. *Vocabulary (shaped, branches, pond, beads, deepest, break, hang, winding) Review vocabulary context cards.	Whole Group: Day 4 (T57) *Phonemic Awareness Identify Phonemes -Tell the sounds and the difference in sounds in these pairs of words: lap/lamp, bump/burn, keep/leaf, stamp/stand *Phonics (T58) Review word lists from the week. Read decodable sentences on an anchor chart. *High Frequency Words (animals, bear, know, most, myself, second, she, sleep, three, work) Review words with flashcards. *Vocabulary (shaped, branches, pond, beads, deepest, break, hang, winding) Review vocabulary context cards.	Whole Group: Day 5 (T69) *Phonemic Awareness Identify Phonemes -Tell the vowel sound and the sound that comes next in: left, left, left, left, left, left, left, left, left, left *Phonics Review all charts from the week. *High Frequency Words (animals, bear, know, most, myself, second, she, sleep, three, work) Review words with flashcards. *Vocabulary (shaped, branches, pond, beads, deepest, break, hang, winding) Review vocabulary context cards. Review all vocabulary context cards.
Shared Reading: <i>Animals Building Homes</i> *Introduce vocabulary: Pages 184-187 (T28-31). *Introduce "Text and Graphic Features": Page 184 (T21). *Read through the text. First Read: Pages 191-205 (T24-32).	Shared Reading: <i>Animals Building Homes</i> *Read the text. Second Read: Pages 194-205 (T34-32). *Analyze the text. Text and Graphic Features: Page 204 (T40). *Classroom conversation: Page 208 (T42).	Shared Reading: <i>Animals Building Homes</i> *Read the text. Independent Reading: 194-205 (T34-32). *Return to the essential question. Discuss. *Students complete Reader's Notebook (T.2) page 60-64 (T36).	Shared Reading: <i>Whose Home Is This?</i> *Read the text: Pages 20-214 (T6-42). *Complete text: Page 217 (T47).	Assessment: Comprehension assessment Phonics assessment Graphic assessment

Anatomy Lesson Plans Second Grade

David Kirk



Anatomy Lesson Plans Second Grade:

Resources in Education ,1992-10 **Mind and Body** ,1896 *Talented Children and Adults* Jane Piirto,1999 This extremely comprehensive book takes a developmental approach to giftedness and to talent development in all domains Designed to cover both the characteristics of gifted students and to present important information on how to teach them it is appropriate for introductory courses for gifted education and for methods courses It contains the latest results of federal research projects suggestions for inclusion and definitions of who is gifted and talented In addition it is the only book in the field with an entire chapter devoted to talented adults The author s readable prose and case examples written by real teachers contribute to the book s overall usefulness prompting some readers to call it their handbook **The American Journal of the Medical Sciences** ,1872 **Journal** New South Wales. Parliament. Legislative Council,1891 **The Teaching of Reading** Arville Wheeler,1959 *The New Education* ,1888 **Boston Medical and Surgical Journal** ,1876 *The Boston Medical and Surgical Journal* ,1876 The Johns Hopkins University circular ,1883 *"The" Medical Times and Gazette* ,1871 **The British Architect** ,1874 Biennial Report of the Superintendent of Public Instruction of the State of Illinois for the Years ... Illinois. Office of the Superintendent of Public Instruction,1891 **Instructor** ,1990 **Medical Record** George Frederick Shrady,Thomas Lathrop Stedman,1872 **Circulars** Johns Hopkins University,1883 A Teacher's Guide to Including Students with Disabilities in General Physical Education Martin E. Block,2007 The comprehensive bestselling guide to making inclusive physical education work for students of all ages includes a wide range of low cost adaptations realistic case studies and practical guidance on key issues like safety and behavior challenges **The Johns Hopkins University Circular** Johns Hopkins University,1883 **Research in Education** ,1973 *ACSM Bulletin* ,2003

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