

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 1.A: identify the characteristics of a variety of literary forms of genres.

**Grade Level Objective:**

1.2.A.1: read for information or enjoyment and respond to a wide variety of literature encompassing many genres and cognitive strategies

**Instructional Strategies:**

We will model read aloud a story whole-group, pointing out interesting information along the way, and connecting it to our own schemas. We will also model read aloud stories for our own enjoyment of various genres.

**Assessment:**

Observation and discussion with students about student's own book choices.

**Instructional Timeline:**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 1.B: identify similarities and differences in terms of setting, character, events and recurring themes.

**Grade Level Objective:**

1.2.B.1: compare and contrast plots, settings, and characters presented by different authors

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

Students identify story elements by sorting them into appropriate categories.

1. Place header cards face up in a row at the center. Shuffle the story element cards

and place face down in a stack.

2. Taking turns, students select the top card from the stack and read it aloud.

3. Identify what story element it is and place in column with matching header card.

4. Continue until all cards are sorted.

5. Peer evaluation

**Assessment:**

Peer evaluation of activity completed. Partners conference with teacher about results.

**Instructional Timeline:**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

### **Reading/Language Arts Standard/Benchmark:**

Standard 1.C: Summarize, paraphrase, and sequence text to identify main idea and details.

### **Grade Level Objective:**

1.2.C.1: ask and answer questions about essential textual elements of exposition (e.g., why, what, if, how)

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

### **Activity**

Students generate and answer questions as they read text.

1. Place text at the center. Lay the question word cards face up in rows. Provide each student with a whiteboard and Vis-à-Vis® marker.
2. Taking turns, student one reads the text aloud until designated stopping point.
3. Chooses one of the cards and reads it aloud (e.g., who).
4. Poses a question using the word on the card that can be answered by the text just read. Uses whiteboard, if needed, to help compose question. For example, if the student is reading text about the discovery of Florida, the question might be "Who discovered Florida?" If student one has trouble developing a question, student two assists.
5. Student two answers (i.e., Ponce de Leon). If student two has trouble answering, student one assists.
6. Reverse roles and continue until entire text is read and all words are used at least once.
7. Peer evaluation

### **Assessment:**

Peer evaluation of activity completed. Partners conference with teacher about results.

### **Instructional Timeline:**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 1.D.: scan and survey to get meaning from text

**Grade Level Objective:**

1.2.D.1: interpret titles, table of contents, and chapter heading to locate information in text and other graphic cues.

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

### **Activity**

**Students write words that relate to and describe a category.**

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text.
3. Writes words that describe or relate to the categories in each box.
4. Writes main idea sentences based on information in boxes on the back of the student sheet.
5. Teacher evaluation

### **Assessment:**

Teacher evaluation of completed web.

**Instructional Timeline:**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 1.E: apply schema and relate it to new text

**Grade Level Objective:**

1.2.E.1: draw upon schema to make inference and predictions

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

### **Activity**

**Students make, write, draw, and check story predictions.**

1. Place divided text at the center. Provide the student with a student sheet.
2. The student reads the first selected passage (up to the first sticky note).
3. Thinks about what has been read up to that point and what is already known from personal experience or has been learned. Writes words or phrases in bubbles (i.e., What I read and What I know).
4. Writes prediction in the first box.
5. Continues reading the text until the next sticky. Completes bubble and adds to or makes a new prediction. (Use back of student sheet if necessary.)
6. Continues until the text is complete.
7. Teacher evaluation

### **Assessment:**

Teacher evaluation of activity page, as well as peer discussion.

### **Instructional Timeline:**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 1.E: apply schema and relate it to new text

**Grade Level Objective:**

1.2.E.2: identify cause and effect relationships in text

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students identify causes and corresponding effects by playing a matching game.**

1. Place cause cards in a stack face down at the center. Place effect cards face up in rows.
2. Working in pairs, student one selects top card from cause stack and reads it to partner.
3. Student two looks at effect cards and identifies one that corresponds. Picks up card, reads it and places the two cards side by side. If the effect card is not identified, student one assists.
4. Reverse roles and continue until all cards are matched.
5. Peer evaluation

**Assessment:**

Peer evaluation and teacher conferencing.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 1.F: identify author's point of view and/or purpose for study use.

**Grade Level Objective:**

1.2.F.1: identify author's purpose(s) to comprehend informational text

**Instructional Strategies:**

Model a book walk with students small-group or large-group, thinking aloud what the author's message is. Then in small-groups, walk students through another book, letting them tell what they think the message is and why they think that.

**Assessment:**

Observation of small-group discussion about the second book walk.

**Instructional Timeline:**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 2.A: monitor own reading fluency strategies

**Grade Level Objective:**

2.A.2.1: read in phrases, attend to punctuation in sentences and paragraphs and speak clearly at appropriate pace for the type of communication

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students read phrases that progressively result in sentences.**

1. Place sentence cards face down in a stack at the center.
2. Taking turns, student one selects the top card and reads line by line until completing entire sentence while concentrating on proper phrasing, intonation, and expression. Student two sits beside student one and reads along silently.
3. Choral read the sentence.
4. Continue until all the sentences have been read.
5. Peer evaluation

**Assessment:**

Peer and teacher observation.

**Instructional Timeline:**



## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 2.B: demonstrate consistently pre-reading skills of previewing text, establishing a purpose for reading and making simple predictions

**Grade Level Objective:**

2.B.2.1: preview title, distinguish between fiction, non-fiction, draw upon background knowledge and predict what the text will cover

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students sort book titles into fiction and nonfiction categories on a pocket chart.**

1. Place the header cards at the top of the pocket chart. Put the index cards and basket of books at the center.
2. Taking turns, the students select a book, review it, and determine if it is fiction or nonfiction.
3. Write the title of the book on an index card and place it under the appropriate heading on the pocket chart.
4. Continue until all the books are reviewed and titles are placed on the pocket chart.
5. Peer evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**  
Standard 2.C: decode words

**Grade Level Objective:**

2.C.2.1: identify and use knowledge of spelling patterns ( e.g. synonyms, antonyms, homographs, and homophones) when reading

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students sort words by playing a spinner game.**

1. Place the spinner with header cards face up in a row at the center. Shuffle word cards and place in a stack face down.
2. Taking turns, student one spins the spinner and reads the category that the arrow lands on.
3. Looks through the stack and selects a word card that belongs to the category and reads it.
4. Places it under the corresponding header card.
5. Continue until all cards are sorted. Note: If spinner lands on a category that is complete (i.e., five cards), student spins again.
6. Complete the student sheet.
7. Teacher evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**  
Standard 2.C. decode words

**Grade Level Objective:**

2.C.2.2: apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel=su/per; vowel-consonant/consonant-vowel=sup/per)

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students make words from syllables by playing a card game.**

1. Spread the initial syllable cards face up in a column on a flat surface. Place the final syllable cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card on the stack, say the syllable part.
3. Match it to each initial syllable card saying initial syllable first, followed by the final syllable on the card. Do this until the two combined form a word. There will be two words formed with each initial syllable card.
4. Read the word.
5. Continue until all cards are placed.
6. Record the words on the student sheet by writing the common syllable in the top box and the words formed in the adjoining boxes (e.g., the common syllable "pic" is written in the top box and the words "picture" and "picnic" are written below).
7. Teacher evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 2.C: decode words

**Grade Level Objective:**

2.C.2.3: look for parts within words in regular multi-syllable words

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students map graphemes to phonemes and mark syllables within words.**

1. Provide the student with a student sheet.
2. Student writes each word using phoneme-grapheme mapping (i.e., one grapheme per box).
3. Underlines each vowel (i.e., single, r-controlled, and vowel teams).
4. Swoops the syllables underneath the letters.
5. Continues until the student sheet is complete.
6. Teacher evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**  
Standard 2.C: decode words

**Grade Level Objective:**

2.C.2.4: identify common abbreviations ( Jan.,Sun.,Mr.)

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

Students match abbreviations to their corresponding words by playing a memory game.

1. Place the abbreviation cards face down in rows.
2. Taking turns, students turn over two cards. Read the abbreviations and words (e.g., lb. and pound). If the cards match, place the matched cards aside. If the cards do not match, return the cards face down in their original spots.
3. Continue until all the cards are matched.
4. Peer evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**  
Standard 2.C.: decode words

**Grade Level Objective:**

2.C.2.5: identify and correctly use regular plurals (e.g. s,es,ies) and irregular plurals (e.g. fly/flies, wife/wives)

**Instructional Strategies:** (taken from Ready-to-Use Independent Reading Management Kit: Scholastic Professional Books)

Students will search for 10 plural nouns in a book of their choice, and write each plural noun under the correct category (s, es, ies, special plurals)

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**  
Standard 2.C.: decode words

**Grade Level Objective:**

2.C.2.6: read and reread aloud fluently and accurately and with phrasing, automaticity, and resolve difficulties quickly with self-correction

**Instructional Strategies:** (Taken from [www.fcrr.org](http://www.fcrr.org))

**Students read phrases that progressively result in sentences.**

1. Place sentence cards face down in a stack at the center.
2. Taking turns, student one selects the top card and reads line by line until completing entire sentence while concentrating on proper phrasing, intonation, and expression. Student two sits beside student one and reads along silently.
3. Choral read the sentence.
4. Continue until all the sentences have been read.
5. Peer evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 2.D: make explicit mental pictures of concrete information.

**Grade Level Objective:**

2.D.2.1: use think alouds while reading, drawing upon background knowledge to connect information, creating visual images

**Instructional Strategies:**

Teacher will model think aloud strategy, drawing upon personal schema to connect new information to prior information and describe created visual images. Students will partner up and choose from a variety of genre to practice the same technique with one another.

**Assessment:**

Teacher observation.

**Instructional Timeline:**



**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 2.E: determines meaning of unknown words.

**Grade Level Objective:**

2.E.2.1: use context clues, prior knowledge, make inferences, and ask for clarification of the meaning of unknown words for speaking and writing

**Instructional Strategies:** (Taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students find, record, and discuss words of interest in text.**

1. Place text at the center. Provide the student with a Word Wise bookmark and student sheet.
2. Students read the text, find, and discuss words that are interesting, new, different, unusual, funny, difficult, or important.
3. Write the book title, author, words of interest, and page numbers on the Word Wise bookmarks.
4. Choose five words from the Word Wise bookmark and complete the Word Wise student sheet. Write sentences using the words on the back of the page.
5. Teacher evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 2.F: demonstrate competence in vocabulary usage and word recognition.

**Grade Level Objective:**

2.F.2.1: identify and use appropriate vocabulary

**Instructional Strategies:**

Teacher will place vocabulary word on the whiteboard for students to view and discuss. Anytime during the day when the word is spoken aloud, students will have a mini-celebration for that word.

**Assessment:**

Observation of student participation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 2.G: consistently confirm and revise simple predictions about the text

**Grade Level Objective:**

2.G.2.1 continually confirm or revise predictions using context clues and making inferences

**Instructional Strategies:** (Taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students make, write, draw, and check story predictions.**

1. Place divided text at the center. Provide the student with a student sheet.
2. The student reads the first selected passage (up to the first sticky note).
3. Thinks about what has been read up to that point and what is already known from personal experience or has been learned. Writes words or phrases in bubbles (i.e., What I read and What I know).
4. Writes prediction in the first box.
5. Continues reading the text until the next sticky. Completes bubble and adds to or makes a new prediction. (Use back of student sheet if necessary.)
6. Continues until the text is complete.
7. Teacher evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 2.G: consistently confirm and revise simple predictions about the text

**Grade Level Objective:**

2.G.2.2: restate facts and details in the text to clarify and organize ideas

**Instructional Strategies:** (Taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students will summarize text using a graphic organizer.**

1. Place text at the center. Provide the student with a student sheet.
2. Student reads text.
3. Reads questions on student sheet and writes answers in designated shape.
4. Uses recorded information to help write a complete summary statement.
5. Teacher evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 2.H: comprehend a variety of fiction and non-fiction texts

**Grade Level Objective:**

2.H.2.1: identify main ideas, summarize, draw conclusions, evaluate, synthesize within text, engage in discussion, and write to learn.

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students read text and stop to answer questions and do tasks.**

1. Place the prepared text at the center.
2. Student reads the text until reaching a question. For example, What group of mammals do humans belong to? Explain your answer.
3. Writes the answer in the space provided (i.e., Humans belongs to the third group because they don't have pouches or lay eggs).
4. Continues until entire text is read and all questions or tasks are completed.
5. Teacher evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.A: pre-write, draft, revise, edit, and publish a written composition conveying intended purpose.

**Grade Level Objective:**

3.A.2.1: write clear and coherent sentence connecting ideas around a single topic to entertain or inform

**Instructional Strategies:**

Teacher models how to write clear, coherent sentences that connect ideas to a single topic. Teacher will show a correct and incorrect example (one that does not connect to a single topic or use correct sentence format.) Students will perform journal topic tasks of writing about their favorite animal.

**Assessment:**

Student and teacher rubric.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.A: pre-write, draft, revise, edit, and publish a written composition conveying intended purpose.

**Grade Level Objective:**

3.A.2.2: generate and arrange related ideas and maintain a consistent focus

**Instructional Strategies:**

Teacher models how to use the Plot Chart organizer. Students will complete their own plot chart. Ideas on this organizer are arranged in an organized manner.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.A: pre-write, draft, revise, edit, and publish a written composition conveying intended purpose.

**Grade Level Objective:**

3.A.2.3: create readable documents with legible handwriting

**Instructional Strategies:**

Teacher will model correct and incorrect ways to write a letter to the Great Pumpkin. Students will complete an individual draft, which will be edited and revised by peers / teacher.

**Assessment:**

Zaner-Bloser ink-stamp rubric (shape, size, spacing, straight / slant)

**Instructional Timeline:**



**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.A: pre-write, draft, revise, edit, and publish a written composition conveying intended purpose.

**Grade Level Objective:**

3.A.2.4: examine and revise original draft to improve sequence and provide more descriptive detail

**Instructional Strategies:**

Teacher will model revising an already prepared original draft. Students may assist teacher in whole-group revision. Students will revise each others' writings, making suggestions for additional detail description.

**Assessment:**

Peer editing rubrics and checklists.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.A: pre-write, draft, revise, edit, and publish a written composition conveying intended purpose.

**Grade Level Objective:**

3.A.2.5: publish and share completed written work

**Instructional Strategies:**

Teacher will model writing his or her final copy from the edited rough draft, with best handwriting and spacing. Next, teacher will sit in a designated chair and read the completed draft to students. Then, students will complete their own final drafts using their own edited rough drafts and read them to the class one at a time.

**Assessment:**

Writing rubric.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.B: use knowledge of purpose, audience, format, and medium in developing written communication

**Grade Level Objective:**

3.B.2.1: write to entertain or inform

**Instructional Strategies:**

Teacher will model picking a kids' movie to advertise to kids by creating an artistic and written advertisement. In a sense, the teacher will be selling an item to kids. After the teacher has created an advertisement, students will choose their own movie to "sell," using their own artwork and writing.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.B: use knowledge of purpose, audience, format, and medium in developing written communication

**Grade Level Objective:**

3.B.2.2: write for self, teacher, and others

**Instructional Strategies:**

Teacher will model writing in a journal about the daily topic, incorporating whole-group writing lessons that have been taught.

**Assessment:**

Teacher observation of students using skills previously taught for free-writing.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.B: use knowledge of purpose, audience, format, and medium in developing written communication

**Grade Level Objective:**

3.B.2.3: write letters, journals, narratives, expository paragraphs, reports, and poetry

**Instructional Strategies:**

Teacher will explain how to write a friendly letter and model writing one to a student. Next, students will draw a name out of a hat and write a letter to that person.

**Assessment:**

Letter writing checklist.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.B: use knowledge of purpose, audience, format, and medium in developing written communication

**Grade Level Objective:**

3.B.2.4: write in a Word document

**Instructional Strategies:**

Teacher will model how to open a word document on a Windows operating computer system, as well as how to use the keyboard to type and erase letters and symbols. Students will log onto their own computer accounts, open the word document, and type a list of the spelling words for the week.

**Assessment:**

Teacher will observe printed page from each student of their work.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.C: apply writing strategies to communicate in a variety of genres

**Grade Level Objective:**

3.C.2.1: organize writing ideas or topics

**Instructional Strategies:**

(taken from Ready to Use Reading Management Kit: Scholastic Professional Books)

Teacher will demonstrate how to complete the “Story Sundae” graphic organizer, filling in the beginning, middle, and end sections of the story in ice cream scoops. Teacher will draw an illustration for each part on the back of the paper. Students will then complete their own “Story Sundae” about a recent story they’ve read.

**Assessment:**

Teacher review of the graphic organizer.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.C: apply writing strategies to communicate in a variety of genres

**Grade Level Objective:**

3.C.2.2: write in a variety of genre

**Instructional Strategies:**

Teacher will model how to write a story with components including characters, setting, plot, and ending. Students will create their own story, using the same story components.

**Assessment:**

Teacher will collect this sample to include in the writing portfolio, which will contain several types of genres that have been introduced throughout the year.

**Instructional Timeline:**



**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.D: use writing as a tool for learning

**Grade Level Objective:**

3.D.2.1: improve comprehension, increase retention, connect new and old information, elaborate and manipulate ideas, use new vocabulary

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students discuss text by using a question cube.**

1. Place text and question cube at the center. Provide each student with a student sheet.
2. Taking turns, the students read entire text aloud.
3. Roll the question cube, read the question, and answer it based on the text.
4. Discuss answer with partner.
5. Continue the activity until all the questions are answered at least once.
6. Peer evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.D: use writing as a tool for learning

**Grade Level Objective:**

3.D.2.2: engage in questioning and reasoning, inform and support opinions, reflect on experiences, gain insight, support thinking

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students use multiple strategies by reading a text and completing a graphic organizer.**

1. Place the text at the center. Provide each student with a student sheet.
2. Student writes title or topic and what is already known about the topic before beginning to read.
3. Begins to read text. Stops at question prompt cards to write a question based on the text.
4. Reads on to answer question. Writes answer on student sheet.
5. Stops at summary prompt card at the end of the text and writes a brief summary.
6. Teacher evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.D: use writing as a tool for learning

**Grade Level Objective:**

3.D.2.3: write on demand for specific audience and purpose by choosing a single topic using personal experience and observation

**Instructional Strategies:**

Students will choose a topic for the teacher to model writing about. Teacher will draw from personal experience and observation to write about the topic. Students will then write a journal page on a topic chosen by the teacher: for example, telling the teacher about his or her family.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.E: access, evaluate, and communicate information ideas

**Grade Level Objective:**

3.E.2.1: generate questions and locate quality answers using accurate information

**Instructional Strategies:**

Teacher will ask students what they want to know about a monkey. Students will generate a question list. Next, the teacher will discuss how to find accurate information and how to find poor-quality information. Teacher will work with librarian to provide a supply of good and bad sources for students to look through. Students will have to determine which sources will have accurate information to answer their questions and which sources will not be useful.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 3.E: access, evaluate, and communicate information ideas

**Grade Level Objective:**

3.E.2.2: use technology to communicate answers accuracy and responsibly

**Instructional Strategies:**

Teacher will model using the internet encyclopedia to look up information about tornadoes. Then teacher will model how to open a word document to write a sentence about tornadoes. Then teacher will model how to print the word document to share with the kids. Next, kids will look up thunderstorms and find one interesting fact to type into a word document, print, and share with the class.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 4.A: demonstrate the ability to use descriptive language

**Grade Level Objective:**

4.A.2.1: be able to recall experiences or present stories moving through a logical sequence of events and include story elements (character, plot, setting, conclusion)

**Instructional Strategies:**

Teacher will complete a graphic organizer about a story recently read whole-group by the class. Students will read the weekly whole-group basil story and complete their own graphic organizer.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 4.A: demonstrate the ability to use descriptive language

**Grade Level Objective:**

4.A.2.2: will transition recall logical sequence skills into actual writing

**Instructional Strategies:**

(taken from Ready to Use Reading Management Kit: Scholastic Professional Books)

Teacher will demonstrate filling out a story plot chart, where he or she will fill in events from a recently read story in order on the chart. After completing the chart, students will complete the graphic organizer independently on the weekly basil story.

**Assessment:**

Graphic organizer observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 4.B: use conventions of print in writing

**Grade Level Objective:**

4.B.2.1: distinguish between complete and incomplete sentences

**Instructional Strategies:**

Teacher will discuss what makes a sentence complete or incomplete and show examples of each on the whiteboard. Students will complete a worksheet testing their knowledge of complete / incomplete sentences.

**Assessment:**

Activity page observation.

**Instructional Timeline:**



**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 4.B: use conventions of print in writing

**Grade Level Objective:**

4.B.2.2: identify and use the correct word order in written sentences using simple and compound subjects and verbs

**Instructional Strategies:**

Teacher will write examples of mixed up word order in sentences and correct them for students. Then, students will correct some of the teacher's examples through guided practice. Lastly, students will complete an activity page to show knowledge acquired.

**Assessment:**

Observation of activity page.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 4.B: use conventions of print in writing

**Grade Level Objective:**

4.B.2.3: identify and correctly use various parts of speech (nouns, pronouns, verbs, past and present verbs)

**Instructional Strategies:**

Teacher will make a sentence-making organizer on the whiteboard, with column headings being “adjective, noun, adverb, verb, punctuation.” Students will come up with words to fill in the columns. Then the teacher will demonstrate how to form a silly sentence using random words from the columns. Students will then form their own sentences using the word list provided.

**Assessment:**

Observation of activity page.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 4.B: use conventions of print in writing

**Grade Level Objective:**

4.B.2.4: use punctuation correctly (period, questions mark, exclamation point, quotation marks)

**Instructional Strategies:**

Teacher writes sentences on the board without ending punctuation. Teacher demonstrates how to choose correct end mark. Students choose correct end marks through guided practice. Students complete activity page.

**Assessment:**

Observation of activity page.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 4.B: use conventions of print in writing

**Grade Level Objective:**

4.B.2.5: capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people

**Instructional Strategies:**

Teacher will discuss rules of what a proper noun is, and students will come up with examples. After students are successful with their knowledge, they will complete an activity page to demonstrate their skill.

**Assessment:**

Activity page observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 4.B: use conventions of print in writing

**Grade Level Objective:**

4.B.2.6: spell frequently used irregular words correctly (e.g., was, were, says, said, who, what, why)

**Instructional Strategies:**

Teacher will use irregular high-frequency words as weekly challenge words on the spelling tests. Kids will learn the words at the beginning of the week and study them in a variety of ways.

**Assessment:**

Observation on the weekly spelling post-test.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**  
Standard 4.B: use conventions of print in writing

**Grade Level Objective:**

4.B.2.7: spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly

**Instructional Strategies:**

Teacher will review long and short vowel sounds with students and make lists of each on the whiteboard. Students will complete activity page that differentiates between the two types of sounds.

**Assessment:**

Activity page observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 5.A: communicate ideas clearly

**Grade Level Objective:**

5.A.2.1: retell stories, including characters, setting, and plot

**Instructional Strategies:**

Teacher will model speaking, using information from an organizer already filled out about a previously read story. Students will then fill in their own organizer and read aloud their information in small groups.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 5.A: communicate ideas clearly

**Grade Level Objective:**

5.A.2.2: report on a topic with supportive facts and details using appropriate grammar or pace

**Instructional Strategies:**

Teacher will model giving a speech about one event that happened in his or her life. Students will think of one event in their own life they would like to speak about. Each student will then speak about their event.

**Assessment:**

Speaking Rubric.

**Instructional Timeline:**



**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 5.A: communicate ideas clearly

**Grade Level Objective:**

5.A.2.3: identify audience and respond to appropriate information or opinions to questions asked

**Instructional Strategies:**

Teacher will lead a discussion about a story everybody has read. All students will engage in discussion with opinions and their own ideas.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 5.A: communicate ideas clearly

**Grade Level Objective:**

5.A.2.4: use appropriate language, vocabulary, pronunciation, rate and volume when speaking

**Instructional Strategies:**

Teachers will model correct and incorrect manners of speaking.  
Students will choose a topic to speak about to the whole group.

**Assessment:**

Rubric.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 5.A: communicate ideas clearly

**Grade Level Objective:**

5.A.2.5: deliver short reports, give directions and explanations, and discuss how to report an emergency

**Instructional Strategies:**

Teacher will model how to complete a graphic organizer with 5 steps of what to do in the event of a fire. The teacher will model turning the organizer into an oral report. Students will then complete a 5 step organizer about what to do in the event of a tornado and give an oral report one-on-one to the teacher.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 5.B: use appropriate body language when speaking

**Grade Level Objective:**

5.B.2.1: use appropriate eye contact and good body basics

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

### **Activity**

**Students read and record passages on tape.**

1. Place the tape player and cassette tape at the center. Provide each student with a copy of the text and student sheet.
2. The student practices reading the lines of text aloud with proper phrasing, intonation, and expression.
3. Puts tape into the tape player, pushes record button, and reads the text.
4. Rewinds the tape and listens. Completes "first reading" section of student sheet.
5. Records second reading making improvements. Rewinds and listens to second reading. Completes "second reading" section of student sheet.
6. May repeat a third time.
7. Teacher evaluation

### **Assessment:**

Teacher observation.

### **Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 5.C: recognize the role of evaluations and response in oral communication

**Grade Level Objective:**

5.C.2.1: accept and respond to feedback from peers and teachers

**Instructional Strategies:**

Teacher will model a speech about his or her favorite book, telling why the book is a favorite. Students will get to comment or ask questions about what the teacher said in the speech, and the teacher will appropriately and inappropriately model how to respond to comments and questions. Then, students will take turns telling about their favorite book and why it is a favorite. Each student will listen to questions and comments from peers and must respond appropriately.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 5.C: recognize the role of evaluation and response in oral communication

**Grade Level Objective:**

5.C.2.2: respond verbally and non-verbally in conversation

**Instructional Strategies:**

Teacher will model appropriate and inappropriate gestures, facial expressions, and comments in conversation with students. Students will practice appropriately behaving and talking back to the teacher.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 6.A: participate in one on one and group discussions

**Grade Level Objective:**

6.A.2.1: listen respectfully and respond appropriately to discussions (ask questions and add comments)

**Instructional Strategies:**

Teacher will model with another student the elbow-elbow-knee-knee discussions about their favorite candies. Teacher will model appropriate and inappropriate discussion comments and questions. Then students will partner up and sit EEKK to discuss the same topic.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 6.B: use questions as a problem solving technique

**Grade Level Objective:**

6.B.2.1: ask questions and share ideas during discussions, pair shares, and independent reading

**Instructional Strategies:**

Teacher will model completing literacy circle packets and behaviors that are acceptable and unacceptable while working within the literacy group. Students will work together on the story and packet in pre-assigned groups.

**Assessment:**

Observation of the literacy packet.

**Instructional Timeline:**



## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 6.C: listen for information and understanding

**Grade Level Objective:**

6.C.2.1: connect information to prior knowledge and personal experience

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

### **Activity**

**Students activate background knowledge by writing words or phrases associated with a topic or subject that will be read.**

1. Place text at the center. Provide the student with a student sheet.
2. Student reads topic and thinks about what is already known from personal experience or has been learned.
3. Writes words, ideas, or phrases associated with topic in the box that matches the first letter of the word or phrase.
4. Fills in as many of the boxes as possible.
5. Reads designated text.
6. Circles important words and phrases that are used in text.
7. Teacher evaluation

### **Assessment:**

Teacher observation.

### **Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 6.C: listen for information and understanding

**Grade Level Objective:**

6.C.2.2.: listens to and follows two-step directions

**Instructional Strategies:**

Teacher will explain the game and lead Simon Says with students using 2-step directions. Once students have demonstrated competency with this activity, students will take turns being Simon.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 6.C: listen for information and understanding

**Grade Level Objective:**

6.C.2.3: gather and convey information from the listening experience

**Instructional Strategies:**

Teacher will read aloud any short story. Teacher will demonstrate how to fold a paper into 4 squares, labeling each square with characters, setting, plot, and favorite part. Then the teacher will demonstrate how to draw and label pictures to complete the task. Students will read the weekly whole-group basil story and complete the same 4-square project.

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 6.D: listen for interpretation, analysis, and evaluation

**Grade Level Objective:**

6.D.2.1: determine if a speaker's general purpose is to inform, entertain, or persuade

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students determine author's purpose by sorting passages.**

1. Place header cards in a row at the center. Place passage cards face down in a stack.
2. Taking turns, students select the top card from the stack and read it aloud. Decide what the author's purpose is.
3. Place under appropriate header card.
4. Continue until all cards are sorted.
5. Peer evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 6.D: listen for interpretation, analysis and evaluation

**Grade Level Objective:**

6.D.2.2: determine if the purpose for listening is to obtain information, take action, make decisions, solve problems, or for enjoyment

**Instructional Strategies:**

Teacher will lead class discussion about basal story. The class will discuss the author's purpose and support their claim.

**Assessment:**

Discussion observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 6.D: listen for interpretation, analysis and evaluation

**Grade Level Objective:**

6.D.2.3: use of sounds, segments, rhythms, and patterns of language to interpret or analyze information, opinions, issues, and ideas

**Instructional Strategies:** (taken from [www.fcrr.org](http://www.fcrr.org))

**Activity**

**Students read poems with a partner of equal or higher reading ability.**

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the same poem text. Students face each other.
3. Working in pairs, student one (the higher-performing student) reads the assigned poem or a stanza aloud. Student two (the lower-performing student) reads along silently.
4. Student two reads the same poem or stanza while student one assists.
5. Repeat the activity, rereading the poem several times.
6. Peer evaluation

**Assessment:**

Teacher observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 7.A: interpret connections between viewed media, course content, or society

**Grade Level Objective:**

7.A.2.1: compare and contrast viewed media, course content, or society

**Instructional Strategies:**

Teacher will model completion of a VENN diagram comparing and contrasting the story Balto and the current Iditarod Dog Sled Race. Students will then complete their own VENN diagram, comparing and contrasting a cartoon character with their real life.

**Assessment:**

Graphic organizer.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 7.B: apply technology to aid in comprehending viewed media

**Grade Level Objective:**

7.B.2.1: identify and explain common symbols, differences between real and make believe, predict potential effects of viewers and discuss the presence of visual media in daily life

**Instructional Strategies:**

Teacher will demonstrate by making a list of things in everyday life that use visual media (tv, computer, magazine...) and discuss why each thing is included. Students will think of the teacher's list and make a t-chart of real and make-believe things they see in the visual media.

**Assessment:**

T-chart organizer.

**Instructional Timeline:**



**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 7.C: evaluate viewed media

**Grade Level Objective:**

7.C.2.1: evaluate quality of information and its affects of society

**Instructional Strategies:**

Teacher will lead a discussion about a specific commercial or advertisement familiar to the students. The teacher will explain exaggeration in media (for example, the cartoon bear using toilet paper.) Students will participate by offering their own opinions about the reality of the viewed media, as how it affects the viewer.

**Assessment:**

Discussion observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 8.A: use a wide variety of strategies to identify topics to investigate

**Grade Level Objective:**

8.A.2.1: identify the purposes of various reference materials ( e.g., dictionary, thesaurus, atlas, internet)

**Instructional Strategies:**

Teacher will make a 4-square fold with a piece of paper and list dictionary, thesaurus, atlas, and internet in each consecutive square. Then, the teacher will take one of each of the books and discuss what the purpose is with the students. Next, students will make their own 4-square papers and take each of the reference materials one at a time to browse and find one piece of information from that source to write in the appropriate square.

After the students have browsed all books, the books will be put away, and the student must state the purpose for each reference book on the back of the 4-square.

**Assessment:**

4-square observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 8.B: use multiple resources to find information for research topics

**Grade Level Objective:**

8.B.2.1: report on a topic with facts and details, drawing from several sources of information

**Instructional Strategies:**

Teacher will model by choosing to learn more about a platypus. The teacher will fill out a note card with information he or she finds about the platypus from the dictionary and basal science book. Students will then choose their own animal to write about on a note card, using the same sources of information as the teacher to do their research.

**Assessment:**

Note card observation.

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 2<sup>nd</sup> Grade

**Teacher:** Mrs. Franey & Mrs. Scrivner

**Reading/Language Arts Standard/Benchmark:**

Standard 8.C: make inferences by drawing conclusions, predicting outcomes from text and prior knowledge

**Grade Level Objective:**

8.C.2.1: use schema and identify context clues to make inferences and predictions

**Instructional Strategies:**

Teacher will model using own schema about slaves after reading aloud a slave book and will fill out corresponding graphic organizers for students to view.

Students will then listen to a story about Thanksgiving and use their own schemas about the holiday to complete graphic organizers.

**Assessment:**

Teacher observation of graphic organizers.

**Instructional Timeline:**