

Second Grade: Traditional

Theme Three: Around Town: Neighborhood and Community

Genre: Selection:	Week	Phonemic Awareness	Phonics/ Spelling Skill	Vocabulary	Comprehension Skill	Comprehension Strategy and Study Skill	Fluency Practice
Week 1 2.01 Realistic Fiction <i>Chinatown</i> SS 3.01 SR 3.02 SR 3.05 (TBT 4Q) M 2.03 (TBT 3Q)	December 3 – 7	Based on Needs of K-2 Assessment	1.01 Consonant Digraphs th, wh, sh, (tch) 1.01 Base Words and endings –er, -est 1.01 Review Double Consonants	Selection Vocabulary 1.02 High-Frequency Words: during, heard, lion, winter 1.04 Vocabulary Reader ABC Order in the Dictionary	3.01 Making Judgments Additional Embedded Objectives: 3.06 Using a Schedule Math Link: How to Read a Diagram Objectives: 2.02, 2.03, 2.08, 3.05e	2.06 Summarize Study Skill: Using a Schedule	Fluency Modeling Rereading 1.01, 1.03, 4.03 Decidable Text: <i>Sunshine for the Circus, Mother's Day on Park Street</i> Leveled Readers 1.05, 3.04, 4.03, 4.04, 4.05: <i>Waiting for Granny, The Nicest Day, Soccer Fun!, Granny's Visit</i>
Week 2 2.01 Nonfiction <i>A Trip to the Firehouse</i> SS 3.04 7.03 M 2.02 (TBT 3&4Q)	December 10 – 18	Based on Needs of K-2 Assessment	1.01 Vowels Pairs ai, ay Compound Words 1.01 Review Consonant Digraphs	Selection Vocabulary 1.02 High Frequency Words: Clothes, guess, order 1.04 Vocabulary Reader Beginning, Middle, End of Dictionary	2.06 Topic/Main idea/ Supporting Details Health Link: How to Take Notes Objectives: 2.02, 2.03, 2.01d, 2.06	2.01 Question Study Skill: Using a Phone Book	Fluency Modeling Rereading 1.03, 4.03 Decodable Text: <i>Jay the Mailman, Watch Out for Thick mud!</i> 2.06, 3.04, 4.03, 4.04, 4.05 Leveled Readers: <i>The First Fire Company, Fighting Fires Then and Now Fire safety Day, Ben Franklin's Fire Company</i>
Week 3 2.01 Realistic Fiction: <i>Big Bushy Mustache</i>	January 3 – 11	Based on Needs of K-2 Assessment	1.01 Vowel Pairs ow, ou 1.01 Suffixes -ly, -ful 1.01 Review: Vowel Pairs ai, ay	Selection Vocabulary 1.02 High Frequency Words: Behind, soldier, story 1.04 Vocabulary Reader 1.02 Using Context	Problem Solving Poetry Link: How to Read a Poem Objectives: 2.02, 3.05b, 3.05e	2.01 Predict/Infer Study Skill: Understanding a Calendar	Fluency Modeling Rereading 1.03, 4.03 Decodable Texts: <i>Mouse's Crowded house, Hooray for Main Street</i> 2.01 d, l, 3.04, 4.03, 4.04, 4.05 Leveled Readers: <i>Celia, Special Clothes, The Clue Club, Celia, and Ali</i>

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<p>Week 4</p> <p>Realistic Fiction: <i>Jamaica Louise James</i></p> <p>SS 3.02 SR M 2.03 (TBT 3Q)</p>	<p>January 14 – 18</p>	<p>Based on Needs of K-2 Assessment</p>	<p>1.01 Vowel Pairs: ee, ea</p> <p>1.01 Common Syllables: -tion, -ture</p> <p>1.01 Review: Vowel Pairs: ow, ou</p>	<p>Selection Vocabulary</p> <p>1.02 High Frequency Words: Believe, lady, whole</p> <p>1.04 Vocabulary Reader Dictionary Guide Words</p>	<p>2.01 Inferences</p>	<p>2.01 c Evaluate</p> <p>Art Link: How to Follow a Recipe Objectives:2.02, 2.08</p> <p>Study Skill: Using an Encyclopedia</p>	<p>Fluency Modeling Rereading 1.03, 4.03</p> <p>Decodable Texts: <i>The Clean Team, Big hounds Lunch</i> 2.01 d, l 3.04, 4.03 4.04, 4.05</p> <p><i>Mrs. Cheng's Surprise, Our Four Walls, Our Town Mural, A Week of Surprises</i></p>
<p>Monitor Student Progress</p> <p>Realistic Fiction: <i>Grandpa's Corner Store</i></p> <p>Nonfiction <i>Barrio: Joe's Neighborhood</i></p> <p>SS 3.01 SR 3.02 SR 3.05 (TBT 4Q)</p>	<p>January 22 – 25 Compact Instruction From 5 days to 4</p>	<p>Based on Needs of K-2 Assessment</p>	<p>Phonics Skill Review</p>	<p>Selection Vocabulary</p> <p>1.02 High Frequency Word Review</p> <p>1.02 Vocabulary Skills Review</p>	<p>2.01, 2.06, 3.01 Comprehension Skills Review</p>	<p>2.06 Summarize</p> <p>Taking Test: Critical Stance</p>	<p>Connecting Leveled Readers</p>
<p>Enhancement (Instruction must support the five domains of reading daily)</p>	<p>January 28 – February 1</p>	<p>Suggestions:</p> <ul style="list-style-type: none"> • Spiral Targeted Objectives • Targeted Comprehension Strategies • Dictation of Phonemes • Blending Strategies • Author's Chair • Reader's Theatre • Literature Circle • Development of kinesthetic memory: finger tracing and handwriting instruction 					

Time Sequence:
 T - To Be Taught
 SR - Spiral Review

Content Connections:
SS - Social Studies
M - Math
SC - Science