

**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?**

| <b>Monday</b>   | <b>Tuesday</b>  | <b>Wednesday</b>   | <b>Thursday</b>  | <b>Friday</b>  |
|---|---|--|--|--|
| <p><b>Whole Group:</b><br/>Day 1 (T13)</p> <p><b>*Phonemic Awareness</b><br/>Identify Phonemes<br/>Segment the sounds in:<br/>and, bad, bad, bad, and, at,<br/>stand, stick</p> <p><b>*Phonics (T14)</b><br/>Works with final blends. Use<br/>additive blending to anchor<br/>chart.</p> <p><b>*High Frequency Words</b><br/>(animals, bear, know, most,<br/>myself, second, she, sleep,<br/>three, work) Introduce<br/>words with flashcards.</p> <p><b>*Vocabulary</b><br/>(shaped, branches, pond,<br/>beaks, deepest, break, hang,<br/>winding) Introduce<br/>vocabulary context cards.</p> | <p><b>Whole Group:</b><br/>Day 2 (T37)</p> <p><b>*Phonemic Awareness</b><br/>Identify Phonemes<br/>Segment the sounds in:<br/>sing, pick, pick, sit, king,<br/>cank, set, drink, drink, ring,<br/>rink, gift, going</p> <p><b>*Phonics (T38)</b><br/>Works with final blends. Add<br/>to anchor chart from<br/>Monday.</p> <p><b>*High Frequency Words</b><br/>(animals, bear, know, most,<br/>myself, second, she, sleep,<br/>three, work) Review words<br/>with flashcards.</p> <p><b>*Vocabulary</b><br/>(shaped, branches, pond,<br/>beaks, deepest, break, hang,<br/>winding) Review vocabulary<br/>context cards.</p> | <p><b>Whole Group:</b><br/>Day 3 (T47)</p> <p><b>*Phonemic Awareness</b><br/>Identify Phonemes<br/>Tell the vowel sound and the<br/>sound that comes next in:<br/>went, when, next, net, flow,<br/>find, win, wing</p> <p><b>*Phonics (T48)</b><br/>Pace out spelling sound cards<br/>to students and call out<br/>words from the word list.<br/>Students spell out words<br/>with the vowel cards.</p> <p><b>*High Frequency Words</b><br/>(animals, bear, know, most,<br/>myself, second, she, sleep,<br/>three, work) Review words<br/>with flashcards.</p> <p><b>*Vocabulary</b><br/>(shaped, branches, pond,<br/>beaks, deepest, break, hang,<br/>winding) Review vocabulary<br/>context cards.</p> | <p><b>Whole Group:</b><br/>Day 4 (T57)</p> <p><b>*Phonemic Awareness</b><br/>Identify Phonemes<br/>Tell the sounds and the<br/>difference in sounds in these<br/>pairs of words:<br/>lap/lamp, bump/burn,<br/>leg/let, stamp/stand</p> <p><b>*Phonics (T58)</b><br/>Review word lists from the<br/>week. Read decodable<br/>sentences on an anchor chart.</p> <p><b>*High Frequency Words</b><br/>(animals, bear, know, most,<br/>myself, second, she, sleep,<br/>three, work) Review words<br/>with flashcards.</p> <p><b>*Vocabulary</b><br/>(shaped, branches, pond,<br/>beaks, deepest, break, hang,<br/>winding) Review vocabulary<br/>context cards.</p> | <p><b>Whole Group:</b><br/>Day 5 (T69)</p> <p><b>*Phonemic Awareness</b><br/>Identify Phonemes<br/>Tell the vowel sound and the<br/>sound that comes next in:<br/>left, left, leg, left, risk, gift,<br/>first, lamp, slip</p> <p><b>*Phonics</b><br/>Review all charts from the<br/>week.</p> <p><b>*High Frequency Words</b><br/>(animals, bear, know, most,<br/>myself, second, she, sleep,<br/>three, work) Review words<br/>with flashcards.</p> <p><b>*Vocabulary</b><br/>(shaped, branches, pond,<br/>beaks, deepest, break, hang,<br/>winding) Review vocabulary<br/>context cards. Review old<br/>vocabulary context cards.</p> |
| <p><b>Shared Reading:</b><br/><i>Animals Building Homes</i><br/>*Introduce vocabulary: Pages<br/>184-187 (T20-23).<br/>*Introduce "Text and Graphic<br/>Features": Page 184 (T21).<br/>*Read through the text. First<br/>Read: Pages 191-205 (T24-<br/>32).</p>   | <p><b>Shared Reading:</b><br/><i>Animals Building Homes</i><br/>*Read the text. Second Read:<br/>Pages 194-205 (T24-32).<br/>*Analyze the text. Text and<br/>Graphic Features: Page 204<br/>(T40).<br/>*Classroom conversation:<br/>Page 208 (T42).</p>   | <p><b>Shared Reading:</b><br/><i>Animals Building Homes</i><br/>*Read the text. Independent<br/>Reading: 194-205 (T24-32).<br/>*Return to the essential<br/>question. Discuss.<br/>*Students complete Reader's<br/>Notebook (T.2) pages 60-64<br/>(T36).</p>   | <p><b>Shared Reading:</b><br/><i>Whose Home Is This?</i><br/>*Read the text: Pages 20-<br/>214 (T60-62).<br/>*Compare texts: Page 217<br/>(T67).</p>   | <p><b>Assessment:</b><br/><br/>Comprehension assessment<br/><br/>Phonics assessment<br/><br/>Graphic assessment</p>  |

# Journeys Lesson Plans Second Grade

**KJ Lindholm-Leary**



## **Journeys Lesson Plans Second Grade:**

## Unveiling the Power of Verbal Artistry: An Mental Sojourn through **Journeys Lesson Plans Second Grade**

In some sort of inundated with monitors and the cacophony of immediate transmission, the profound energy and emotional resonance of verbal artistry often fade in to obscurity, eclipsed by the constant assault of noise and distractions. However, nestled within the lyrical pages of **Journeys Lesson Plans Second Grade**, a fascinating function of fictional splendor that pulses with natural emotions, lies an remarkable journey waiting to be embarked upon. Published by way of a virtuoso wordsmith, this exciting opus courses viewers on a mental odyssey, gently exposing the latent possible and profound influence stuck within the intricate internet of language. Within the heart-wrenching expanse with this evocative evaluation, we shall embark upon an introspective exploration of the book is central themes, dissect its interesting writing type, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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