

**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
<p><b>Whole Group:</b> Day 1 (T13)</p> <p><b>*Phonemic Awareness</b> Identify Phonemes -Segment the sounds in: and, bad, bad, bad, and, and, and, and</p> <p><b>*Phonics (T14)</b> Words with final blends. Use additive blending as anchor chart.</p> <p><b>*High Frequency Words</b> (animals, bear, know, most, myself, second, she, sleep, three, work) Introduce words with flashcards.</p> <p><b>*Vocabulary</b> (shaped, branches, pond, basin, deepest, break, hang, winding) Introduce vocabulary context cards.</p>	<p><b>Whole Group:</b> Day 2 (T37)</p> <p><b>*Phonemic Awareness</b> Identify Phonemes -Segment the sounds in: ring, pick, pick, sit, king, and, and, drink, drink, ring, ring, gift, gift</p> <p><b>*Phonics (T38)</b> Words with final blends. Add to anchor chart from Monday.</p> <p><b>*High Frequency Words</b> (animals, bear, know, most, myself, second, she, sleep, three, work) Review words with flashcards.</p> <p><b>*Vocabulary</b> (shaped, branches, pond, basin, deepest, break, hang, winding) Review vocabulary context cards.</p>	<p><b>Whole Group:</b> Day 3 (T47)</p> <p><b>*Phonemic Awareness</b> Identify Phonemes -Tell the vowel sound and the sound that comes next in: went, when, next, net, flow, find, win, wing</p> <p><b>*Phonics (T48)</b> Pace out spelling sound cards to students and call out words from the word list. Students spell out words with the vowel cards.</p> <p><b>*High Frequency Words</b> (animals, bear, know, most, myself, second, she, sleep, three, work) Review words with flashcards.</p> <p><b>*Vocabulary</b> (shaped, branches, pond, basin, deepest, break, hang, winding) Review vocabulary context cards.</p>	<p><b>Whole Group:</b> Day 4 (T57)</p> <p><b>*Phonemic Awareness</b> Identify Phonemes -Tell the sounds and the difference in sounds in these pairs of words: lap/lamp, bump/burn, keep/leaf, stamp/stand</p> <p><b>*Phonics (T58)</b> Review word lists from the week. Read decodable sentences on an anchor chart.</p> <p><b>*High Frequency Words</b> (animals, bear, know, most, myself, second, she, sleep, three, work) Review words with flashcards.</p> <p><b>*Vocabulary</b> (shaped, branches, pond, basin, deepest, break, hang, winding) Review vocabulary context cards.</p>	<p><b>Whole Group:</b> Day 5 (T69)</p> <p><b>*Phonemic Awareness</b> Identify Phonemes -Tell the vowel sound and the sound that comes next in: left, left, left, left, left, left, left, left, left, left</p> <p><b>*Phonics</b> Review all charts from the week.</p> <p><b>*High Frequency Words</b> (animals, bear, know, most, myself, second, she, sleep, three, work) Review words with flashcards.</p> <p><b>*Vocabulary</b> (shaped, branches, pond, basin, deepest, break, hang, winding) Review vocabulary context cards. Review all vocabulary context cards.</p>
<p><b>Shared Reading:</b> <i>Animals Building Homes</i> *Introduce vocabulary: Pages 184-187 (T20-23). *Introduce "Text and Graphic Features": Page 184 (T21). *Read through the text. First Read: Pages 191-205 (T24-32).</p>	<p><b>Shared Reading:</b> <i>Animals Building Homes</i> *Read the text. Second Read: Pages 191-205 (T34-42). *Analyze the text. Text and Graphic Features: Page 204 (T43). *Classroom conversation: Page 208 (T44).</p>	<p><b>Shared Reading:</b> <i>Animals Building Homes</i> *Read the text. Independent Reading: 191-205 (T44-52). *Return to the essential question. Discuss. *Students complete Reader's Notebook (T.2) page 60-64 (T56).</p>	<p><b>Shared Reading:</b> <i>Whose Home Is This?</i> *Read the text: Pages 20-24 (T60-62). *Compare texts: Page 217 (T67).</p>	<p><b>Assessment:</b>  Comprehension assessment  Phonics assessment  Graphic assessment</p>

# Journeys Lesson Plans Second Grade

**Salika A. Lawrence, Tabora A.  
Johnson, Chiyedza Small**



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

*The Mathematical Journey of a Lifetime--Reader's Theater Script & Fluency Lesson* Sarah Kartchner Clark,2014-03-01 This reader's theater script builds fluency through oral reading The creative script captures students interest so they will want to practice and perform Included is a fluency lesson and approximate reading levels for the script roles *Lesson Plans in Fourth Grade History* M. Annie Grace,Emma C. Monroe,1917 **New Teachers in Urban Schools: Journeys Toward Social Equity Teaching** Althier M. Lazar,Leslie M. Reich,2016-03-07 This volume informs the reader about new teachers in urban underserved schools and their development as teachers for social equity The accounts of five novice teachers who grew up outside the communities in which they teach lead to chapters that contain advice for teacher educators future and current teachers and school leaders These early career teachers learned much about bridging the cultural divide between themselves and their students confronted and resolved big challenges that may immobilize some who set out to teach in these communities They brought to their classrooms strong social justice orientations including a moral imperative to make a difference in the world an awareness of social and educational inequalities and a strong sense of responsibility to positively influence the life trajectories of students in their charge Their narratives offer insights on the dispositions and contexts that will help early career teachers survive and thrive and make a difference in their students lives *Journeys in Science* James A. Shymansky,1988 **Teaching and Learning Online** Franklin S. Allaire,Jennifer E. Killham,2022-04-01 Science is unique among the disciplines since it is inherently hands on However the hands on nature of science instruction also makes it uniquely challenging when teaching in virtual environments How do we as science teachers deliver high quality experiences in an online environment that leads to age grade level appropriate science content knowledge and literacy but also collaborative experiences in the inquiry process and the nature of science The expansion of online environments for education poses logistical and pedagogical challenges for early childhood and elementary science teachers and early learners Despite digital media becoming more available and ubiquitous and increases in online spaces for teaching and learning Killham et al 2014 Wong et al 2018 PreK 12 teachers consistently report feeling underprepared or overwhelmed by online learning environments Molnar et al 2021 Seaman et al 2018 This is coupled with persistent challenges related to elementary teachers lack of confidence and low science teaching self efficacy Brigido Borrachero Bermejo Gunning Duran Duran 2004 Ideal for undergraduate teacher candidates graduate students teacher educators classroom teachers parents and administrators this book addresses why and how teachers use online environments to teach science content and work with elementary students through a research based foundation *Primary Plans* ,1909 *Reader's Guide to Periodical Literature Supplement* ,1926 *A History of the American Sunday School Curriculum* Frank Glenn Lankard,1927 **How to Plan Differentiated Reading Instruction, Second Edition** Sharon Walpole,Michael C. McKenna,2017-07-04 Tens of thousands of K 3 teachers have relied on this book now revised and

expanded with more than 50% new material to plan and deliver effective literacy instruction tailored to each student's needs. The authors provide a detailed framework for implementing differentiated small group instruction over multiweek cycles. Each component of the beginning reading program is addressed: phonological awareness, word recognition, fluency, vocabulary, and comprehension. In a large size format with lay flat binding for easy photocopying, the book includes dozens of reproducible lesson plans, instructional activities, assessment forms, and other tools. Purchasers get access to a Web page where they can download and print the reproducible materials. New to This Edition: Differentiation 2.0: the approach has been fine-tuned based on field testing, new research findings, and current standards and response to intervention frameworks. Many additional reproducible tools, such as coaching templates and the Informal Decoding Inventory. Beyond lesson plans and materials, the second edition offers more guidance for designing instruction and grouping students, making it a one-stop resource. Reproducible tools now available to download and print.

**Mississippi Elementary School Curriculum, Grades I-VIII.** Mississippi. State Board of Education, 1926. **Resources in Education**, 2001-04. **Public School Methods.**

**Teacher's Guide**, 1918. **The Mayor's Message Together with the Reports of the City Officers ...** Newark (N.J.).

Mayor, 1891. A World of Teaching. John A. Hansen, Evan Smith, 2002-11-30. As a growing number of North American educators seek unique cultural and professional experiences by teaching abroad, they need a comprehensive resource that addresses the many questions educators face when pursuing such a path. This collection combines the personal experiences of teachers from varying backgrounds, placements, and teaching assignments with practical resources such as listings of recruiting agencies, job fairs, country research tools, and salary guidelines. Growing naturally from people's need to share their stories with those preparing to join the camaraderie of international teaching, this project resists the formalities of academic or purely informative reporting. There are many variables in overseas teaching: culture shock, housing, and transportation; schools and classrooms; and securing resources in a foreign land. Important lessons can be learned from how others have dealt with them. The authentic immediacy of these personal narratives will provide answers to important questions, offer insights on a variety of global issues, and inspire and entertain the teacher reader. Individual chapters discuss core curriculum and ESL instruction in a variety of contexts. Essays are written in a blend of narrative and expository writing styles, transporting the reader to exotic locations and giving a firsthand experience of the challenges and victories encountered by international teaching professionals.

Recruiting Black Biology Majors into STEM Education Careers. Salika A. Lawrence, Tabora A. Johnson, Chiyedza Small, 2023-12-06. This book addresses issues related to the recruitment, preparation, and retention of STEM teachers. Focusing on recruitment specifically, it explores the strategies used to introduce biology majors to the teaching profession, increase their interest in teaching, and support their transition into teaching. Taking the Transformative and Innovative Practices in STEM Education TIPS program as a case study, it draws upon a wide range of data sources to contextualize the experiences of program participants, including reflections from participants and program

staff pre and post surveys focus groups and annual interviews The authors present insights about their decision making and use the data to help create illustrative examples of the STEM majors of color who choose to pursue teaching and to explore why others decide not to pursue teaching It foregrounds the importance of recruiting STEM teachers of color for urban districts the role of culture and identity in the decision making process and the role played by professional development and mentoring With emphasis on recruiting STEM majors at a Predominantly Black Institution PBI the book ultimately provides strategies for increasing collaboration across departments supporting and mentoring students and addressing cultural and institutional barriers that STEM majors face when transitioning into teacher education As such it will appeal to STEM education and teacher education scholars as well as program directors deans of Schools of Education and deans of Schools of Science

**Catalogues of Some of the Leading High Schools of Michigan...: Adrian, Ann Arbor, Alpena, Bay City, Cadillac, Constantine, East Saginaw, Grand Rapids, Howell, Ionia, Manistee, Niles, Norway, Saginaw (West Side), Traverse City, Three Rivers.-v.2. Alma, Birmingham, Charlotte, Detroit, Dexter, Hancock, Hudson, Iron Mountain, Iron River, Ithaca, Jackson ,1893      *Bulletin Michigan. Department of Public Instruction,1929      The Kalamazoo Normal Record ,1914      The Public School Journal ,1917      Illinois Education ,1916***

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inequities and injustices of growing up Black in the South, in her ...