

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>Whole Group: Day 1 (T13)</p> <p>*Phonemic Awareness Identify Phonemes -Segment the sounds in: and, bad, bad, sand, sat, stand, stick</p> <p>*Phonics (T14) Works with final blends. Use additive blending as anchor chart.</p> <p>*High Frequency Words (animals, bear, know, most, myself, second, she, sleep, three, work) Introduce words with flashcards.</p> <p>*Vocabulary (shaped, branches, pond, seals, deepest, break, hang, winding) Introduce vocabulary context cards.</p>	<p>Whole Group: Day 2 (T37)</p> <p>*Phonemic Awareness Identify Phonemes -Segment the sounds in: ring, pick, pick, sit, king, sink, set, drink, drink, ring, risk, gift, going</p> <p>*Phonics (T38) Works with final blends. Add to anchor chart from Monday.</p> <p>*High Frequency Words (animals, bear, know, most, myself, second, she, sleep, three, work) Review words with flashcards.</p> <p>*Vocabulary (shaped, branches, pond, seals, deepest, break, hang, winding) Review vocabulary context cards.</p>	<p>Whole Group: Day 3 (T47)</p> <p>*Phonemic Awareness Identify Phonemes -Tell the vowel sound and the sound that comes next in: went, when, nest, net, flow, find, win, wing</p> <p>*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.</p> <p>*High Frequency Words (animals, bear, know, most, myself, second, she, sleep, three, work) Review words with flashcards.</p> <p>*Vocabulary (shaped, branches, pond, seals, deepest, break, hang, winding) Review vocabulary context cards.</p>	<p>Whole Group: Day 4 (T57)</p> <p>*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</p> <p>*Phonics (T58) Review word lists from the week. Read decodable sentences on an anchor chart.</p> <p>*High Frequency Words (animals, bear, know, most, myself, second, she, sleep, three, work) Review words with flashcards.</p> <p>*Vocabulary (shaped, branches, pond, seals, deepest, break, hang, winding) Review vocabulary context cards.</p>	<p>Whole Group: Day 5 (T69)</p> <p>*Phonemic Awareness Identify Phonemes -Tell the vowel sound and the sound that comes next in: left, left, leg, left, risk, gift, find, lamp, slip</p> <p>*Phonics Review all charts from the week.</p> <p>*High Frequency Words (animals, bear, know, most, myself, second, she, sleep, three, work) Review words with flashcards.</p> <p>*Vocabulary (shaped, branches, pond, seals, deepest, break, hang, winding) Review vocabulary context cards. Review old vocabulary context cards.</p>
<p>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).</p>	<p>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).</p>	<p>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) pages 60-64 (T36).</p>	<p>Shared Reading: <i>Whose Home Is This?</i> *Read the text: Pages 20-214 (T48-62). *Complete text: Page 217 (T67).</p>	<p>Assessment: Comprehension assessment Phonics assessment Graphic assessment</p>

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