



Grade 2
Unit 1: Building Habits of Readers

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning Meeting	<ul style="list-style-type: none"> -getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building(social skills) -calendar/temperature 	<ul style="list-style-type: none"> -getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature 	<ul style="list-style-type: none"> -getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature 	<ul style="list-style-type: none"> -getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature 	<ul style="list-style-type: none"> -getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature
Read Aloud VSC: 1.2.C.a VSC: 1.2.E.a	<ul style="list-style-type: none"> -read and reread books from the Black Lagoon series -make “good listening” chart (looks like/sounds like) -model thinking -extra read alouds from basket intros 	<ul style="list-style-type: none"> -read and reread books from the Black Lagoon series -work on good listening chart -model thinking -extra read alouds from basket intros 	<ul style="list-style-type: none"> -read and reread books from the Black Lagoon series -make “turn and talk” chart -model thinking -extra read alouds from basket intros 	<ul style="list-style-type: none"> -read and reread books from the Black Lagoon series -work on good listening (use chart) -practice turn and talk (circle) -make chart “what do we talk about” (our thinking, predictions, connections) -model thinking -extra read alouds from basket intros 	<ul style="list-style-type: none"> -read and reread books from the Black Lagoon series -work on good listening (use chart) -practice turn and talk (circle) -add to chart “what do we talk about” (our thinking, predictions, connections, things that confuse us) -model thinking -extra read alouds from basket intros
Readers’ Workshop VSC: 1.2.E.1.b-c	<p>Taking care of books</p> <ul style="list-style-type: none"> -introduce 2 baskets from class library -they read a letter from the teacher on having and using a classroom library and the expectations -Make chart “how do I take books and put them away/how to treat them” -model expectations -10-12 min independent reading -share 	<p>Choosing just right books</p> <ul style="list-style-type: none"> -introduce 2 baskets from class library -read a friendship poem -model choosing a just right book from personal experience -create chart “Choosing just right books” (understand it, enjoy it, etc) -10-15 min IR -share 	<p>Choosing just right books</p> <ul style="list-style-type: none"> -introduce 2 baskets from class library -reread the friendship poem -give students 3-4 books at varying levels; ask them to browse these books and label as easy, hard, or just right; talk about why -review chart “Choosing just right books” -10-15 min IR -share 	<p>Choosing a reading spot</p> <ul style="list-style-type: none"> -introduce 2 baskets from class library -use an excerpt from a Black Lagoon book on overhead/chart and talk about what we do during a shared reading minilesson (read new or old text for a purpose, create a chart to capture our thinking, practice together) -identify and set-up routines for choosing a comfortable reading spot -15-20 min IR -share 	<p>Choosing a reading spot</p> <ul style="list-style-type: none"> - introduce 2 baskets from class library -use and excerpt from a Black Lagoon book on overhead/chart and review the structure of reading workshop (shared reading minilesson, independent reading, and sharing) -review set-up routines for choosing a comfortable reading spot -15-20 min IR -share

Fund for Educational Excellence: Scope and Sequence

<p>Word Study</p>	<ul style="list-style-type: none"> - dictation assessment - word wall (they, said, was, have, because) - lessons from Fountas & Pinnell kit: HF #1 <p>VSC: 1.2.B.3.a</p>	<p>-month-by-month phonics: review beginning sounds</p> <p>-word wall activity</p> <p>VSC:1.2.B.2.a</p>	<ul style="list-style-type: none"> - month-by-month phonics: vowel posters - word wall activity <p>VSC: 1.2.B.2.a</p>	<ul style="list-style-type: none"> - month-by-month phonics: rounding up the rhymes <p>VSC: 1.2.B.2.c</p>	<ul style="list-style-type: none"> - month-by-month phonics: guess the covered word - word wall activity <p>VSC: 1.2.C.2.c</p>
<p>Writers' Workshop</p> <p>*These lessons come from the Units of Study for Primary writing by Lucy Calkins</p>	<p>-writing assessment (goals/ideas for the year)</p>	<p>-writing assessment (response to literature)</p>	<p>Starting with the writing workshop*</p>	<p>Carrying on independently as writers*</p>	<p>Using supplies independently*</p>

Fund for Educational Excellence: Scope and Sequence

	Day 6	Day 7	Day 8	Day 9	Day 10
Morning Meeting	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building(social skills) -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature
Read Aloud VSC: 1.2.C.a VSC: 1.2.E.a	Read and reread books by Arnold Lobel (author study) -work on good listening (use chart) -practice turn and talk (circle) -add to chart "what do we talk about" (our thinking, predictions, connections, things that confuse us) -model thinking	Read and reread books by Arnold Lobel –talk about story elements -work on good listening (use chart) -practice turn and talk (circle) -make chart "how does talking about books help us as readers" (new ideas, clear up confusions) VSC: 3.2.A.1.a-b VSC: 3.2.A.3.a-c	Read and reread books by Arnold Lobel -talk about story elements -work on good listening (use chart) -practice turn and talk (circle) -add to chart "how does talking about books help us as readers" VSC: 3.2.A.1.a-b VSC: 3.2.A.3.a-c	Read and reread books by Arnold Lobel -make "story elements" chart -work on good listening (use chart) -practice turn and talk (circle) -add to chart "how does talking about books help us as readers" VSC: 3.2.A.1.a-b VSC: 3.2.A.3.a-c	Read and reread books by Arnold Lobel -identify story elements (graphic organizer/symbols) -work on good listening (use chart) -practice turn and talk (circle) -add to chart "how does talking about books help us as readers" VSC: 3.2.A.1.a-b VSC: 3.2.A.3.a-c
Readers' Workshop VSC: 1.2.E.1.b-c	Using a reading log - introduce 2 baskets from class library -excerpts from Lobel books -model how to use a reading log -15-20 min IR -reading conferences -share	Using a reading log -introduce 2 baskets from class library -excerpts from Lobel books -model how to use a reading log -15-20 min IR -reading conferences -share	Establishing and Using a Readers' Workshop Rubric -introduce 2 baskets from class library -excerpt from Lobel book -expectations (handling books, using the library) -15-20 min IR -share	Establishing and Using a Readers' Workshop Rubric -introduce 2 baskets from class library -excerpt from Lobel book -expectations (choosing a just right book, reading quietly so you do not disturb others, recording on your log, staying in 1 spot) -15-20 min IR -share/rubric	Responding to Reading -introduce 2 baskets from class library -excerpt from Lobel books to use to write a model response (what does this text make me think of) -15-20 min IR -share/rubric

Fund for Educational Excellence: Scope and Sequence

<p>Word Study</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: consonant clusters with r - lessons from Fountas & Pinnell kit: LS #1 - word wall (little, favorite, pretty, school, are) <p>VSC: 1.2.B.2.d VSC: 1.2.B.3.a</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: consonant clusters with r - lessons from Fountas & Pinnell kit: LS #1 <p>VSC: 1.2.B.2.d</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: consonant clusters with r; short vowels - lessons from Fountas & Pinnell kit: LS #2 - word wall activity <p>VSC: 1.2.B.2.c/d</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: consonant clusters with r; short vowels - lessons from Fountas & Pinnell kit: LS #2 - month-by-month phonics: guess the covered word <p>VSC: 1.2.B.2.c/d VSC: 1.2.C.2.c</p>	<p>-word wall (when, trip, played, friends, very)</p> <p>-lessons from Fountas & Pinnell kit: HF #1</p> <p>VSC: 1.2.B.3.a</p>
<p>Writer's Workshop</p>	<p>Telling stories in illustrations*</p> <p>VSC: 4.2.A.1.a/b</p>	<p>Drawing even hard to make ideas*</p>	<p>Using both words and pictures*</p>	<p>Stretching and writing words*</p> <p>-writing conferences</p>	<p>-stretching and writing words: initial sounds*</p> <p>-writing conferences</p> <p>VSC: 4.2.A.1.d</p>

Fund for Educational Excellence: Scope and Sequence

	Day 11	Day 12	Day 13	Day 14	Day 15
Morning Meeting	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building(social skills) -calendar/temperature	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature
Read Aloud VSC: 1.2.C.a VSC: 1.2.E.a	Read and reread books by Arnold Lobel –story elements -work on good listening (use chart) -practice turn and talk (circle) -add to charts as needed -model thinking	Read and reread books by Arnold Lobel –story elements -work on good listening (use chart) -practice turn and talk (circle) -add to charts as needed -model thinking	Read and reread books by Arnold Lobel –story elements -work on good listening (use chart) -practice turn and talk (circle) -add to charts as needed -model thinking	Read and reread books by Arnold Lobel –story elements -work on good listening (use chart) -practice turn and talk (circle) -add to charts as needed -model thinking	Read and reread books by Arnold Lobel –story elements -work on good listening (use chart) -practice turn and talk (circle) -add to charts as needed -model thinking
Readers’ Workshop VSC: 1.2.E.1.b-c	Journal Practice -read a piece from Lobel book on overhead/chart -shared response: what this book/piece makes me think about/ or wonder -15-20 min IR -reading conferences -Share/rubric	Journal Practice -read a piece Lobel book on overhead/chart -modeled response: what I like about this book -15-20 min IR -reading conferences - Share/rubric	Journal Topics -read a piece from a Lobel book on overhead/chart -create chart: “what can I write about in my response journal” (what I’m thinking, what I’m wondering, connections, predictions, what I like) -shared response: what I like about this book -15-20 min IR - reading conferences -Share/rubric	What readers do -excerpts from Arnold Lobel books -make chart “what do readers do” (respond to reading, talk about reading, choose just right books) -shared RJ based on excerpt -15-20 min IR -reading conferences -share/rubric	Retelling -excerpts from Lobel books -model retelling a story using story elements as a guide -RJ: what I like/wonder -15-20 min IR -reading conferences -share/rubric

Fund for Educational Excellence: Scope and Sequence

<p>Word Study</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: consonant clusters with l; short vowels - lessons from Fountas & Pinnell kit: LS #1/2 and SP # - word wall activity <p>VSC: 1.2.B.2.c/d</p>	<ul style="list-style-type: none"> - - adapt scope and sequence from Open Court: consonant clusters with l; short vowels - lessons from Fountas & Pinnell kit: LS #1/2 and SP # <p>VSC: 1.2.B.2.c/d</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: consonant clusters with l; short vowels - lessons from Fountas & Pinnell kit: LS #1/2 and SP # <p>-dictation assessment</p> <p>VSC: 1.2.B.2.c/d</p>	<ul style="list-style-type: none"> - - adapt scope and sequence from Open Court: consonant clusters with l; short vowels <p>-word wall (people, best, clock, thank, again)</p> <p>VSC: 1.2.B.2.c/d VSC: 1.2.B.3.a</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: consonant clusters with l; short vowels <p>VSC: 1.2.B.2.c/d</p>
<p>Writer's Workshop</p>	<ul style="list-style-type: none"> -spelling the best we can...and moving on* -writing conferences <p>VSC: 4.2.A.1.d</p>	<ul style="list-style-type: none"> Using writing tools: the alphabet chart * -writing conferences <p>VSC: 4.2.A.1.d</p>	<ul style="list-style-type: none"> Creating a place for writing in progress: long term projects* -writing conferences <p>VSC: 4.2.A.1.d</p>	<ul style="list-style-type: none"> Introducing booklets* -writing conferences <p>VSC: 4.2.A.1.d/f</p>	<ul style="list-style-type: none"> -widening writing possibilities: lists and letters* -writing conferences <p>VSC: 4.2.A.1.d</p>

Fund for Educational Excellence: Scope and Sequence

	Day 16	Day 17	Day 18	Day 19	Day 20
Morning Meeting	getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature
Read Aloud VSC: 1.2.C.a VSC: 1.2.E.a	Read and reread books by Arnold Lobel –story elements -work on good listening (use chart) -practice turn and talk (circle) -add to charts as needed -model thinking	Read and reread books by Arnold Lobel –story elements -work on good listening (use chart) -practice turn and talk (circle) -add to charts as needed -model thinking	Read and reread books by Arnold Lobel –story elements -work on good listening (use chart) -practice turn and talk (circle) -add to charts as needed -model thinking	Read and reread books by Arnold Lobel –story elements -work on good listening (use chart) -practice turn and talk (circle) -add to charts as needed -model thinking	Read and reread books by Arnold Lobel –story elements -work on good listening (use chart) -practice turn and talk (circle) -add to charts as needed -model thinking
Readers’ Workshop VSC: 1.2.E.1.b-c	Retelling excerpts from Lobel books -model retelling a story using story elements as a guide -make chart “what to include during retelling” (characters, problem, events that lead to solution) -RJ based on excerpt -15-20 min IR -reading conferences -share/rubric VSC: 1.2.E. 4.g-h	Retelling -excerpts from Lobel books -practice retelling using story elements as a guide -make chart “what to include during retelling” (characters, problem, events that lead to solution) -RJ based on excerpt -15-20 min IR -reading conferences - share/rubric	Retelling -use an excerpt from Lobel book -introduce the retelling rubric -after reading have students retell to a partner and self-assess -15-20 minutes IR -RJ: choice -Reading conferences -share book and journal response/rubric VSC: 1.2.E. 4.g-h	Monitoring continue reading excerpts from Lobel books and use during the minilesson -monitoring (what do I do when I don’t understand at the story level→connecting) -20-30 minutes IR -RJ: choice -Reading conferences -share journal response/rubric VSC: 1.2.D.3.a-i	Monitoring -continue reading excerpts from Lobel books and use a during the minilesson -monitoring (what do I do when I don’t understand at the story level→visualizing) -20-30 minutes IR -RJ: choice -Reading conferences -share journal response/rubric VSC: 1.2.D.3.a-i

Fund for Educational Excellence: Scope and Sequence

<p>Word Study</p>	<ul style="list-style-type: none"> - -adapt scope and sequence from Open Court: digraphs; short vowels - lessons from Fountas & Pinnell kit: LS #1/2 and SP # - word wall activity <p>VSC: 1.2.B.1.b</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court; digraphs; short vowels - lessons from Fountas & Pinnell kit: LS #1/2 and SP # <p>VSC: 1.2.B.1.b</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: digraphs; short vowels - lessons from Fountas & Pinnell kit: LS #1/2 and SP # - word wall activity <p>VSC: 1.2.B.1.b</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: compound words - lessons from Fountas & Pinnell kit: WS #1/2 -word wall (sometimes, made, where, girl, jump) <p>VSC:1.2.B.2.b VSC: 1.2.B.3.a</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: compound words - lessons from Fountas & Pinnell kit: WS #1/2 <p>VSC:1.2.B.2.b</p>
<p>Writer's Workshop</p>	<p>Widening writing possibilities: real world purposes*</p> <p>-writing conferences</p> <p>VSC: 4.2.A.1.d</p>	<p>-fixing up writing*</p> <p>-writing conferences</p> <p>VSC: 4.2.A.1.d</p>	<p>Editing and fancying up writing*</p> <p>-writing conferences</p> <p>VSC: 4.2.A.1e</p>	<p>Reading into the circle: an author's celebration*</p> <p>-writing conferences</p> <p>VSC: 4.2.A.1.e</p>	<p>-Author's celebrations</p> <p>-writing conferences</p> <p>VSC: 4.2.A.1.f</p>