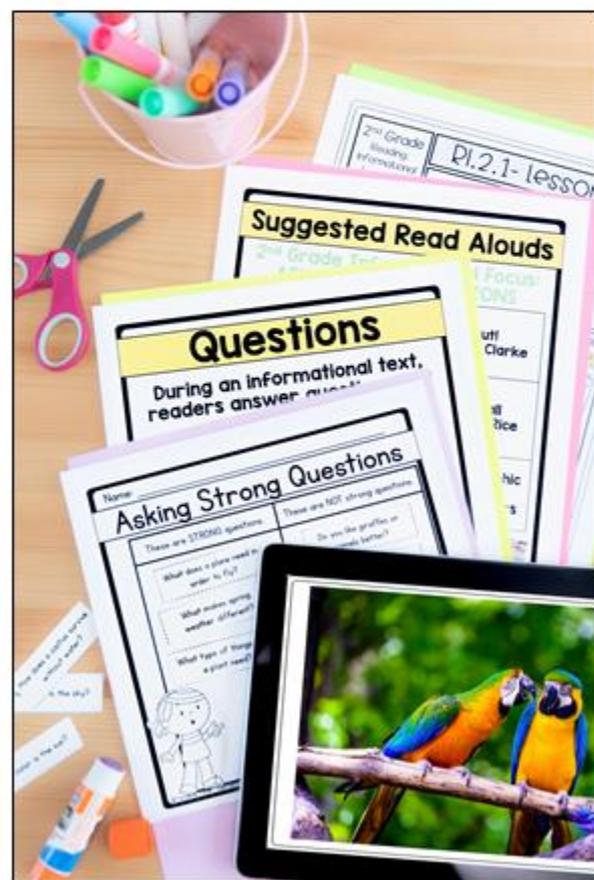
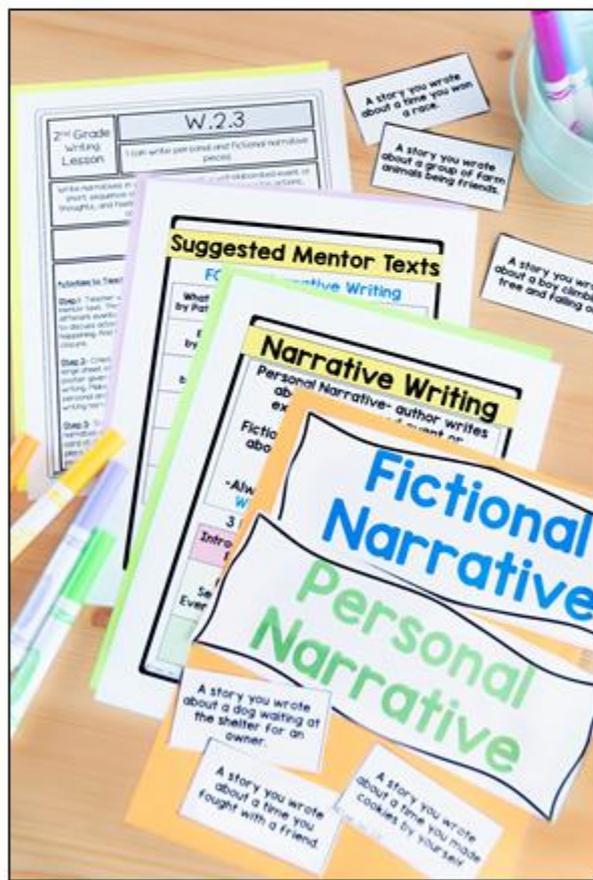
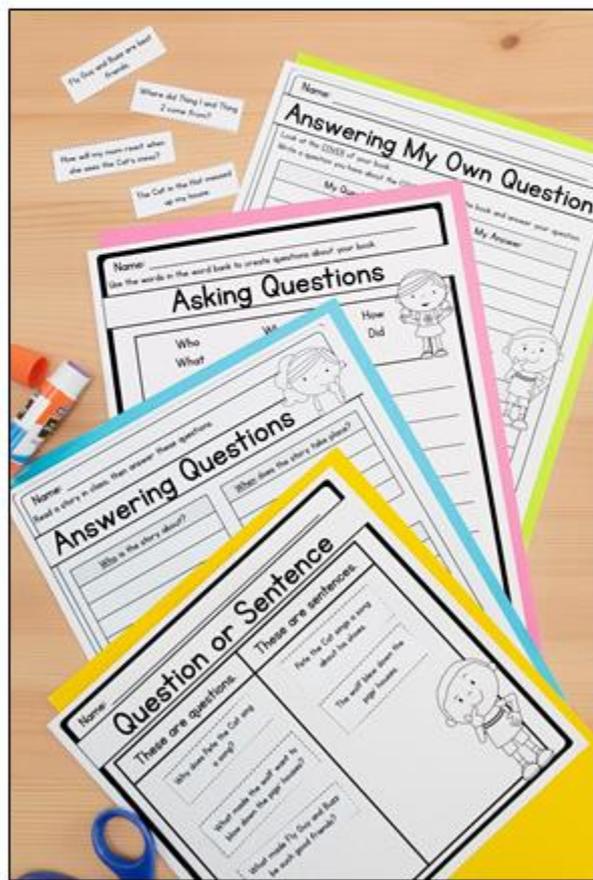


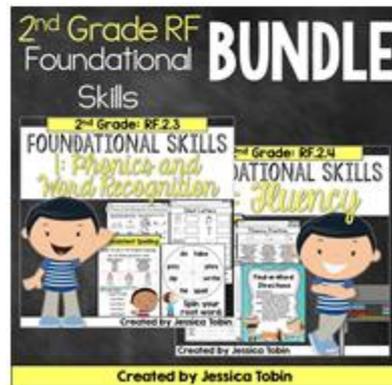
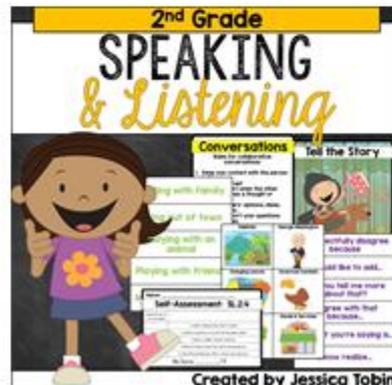
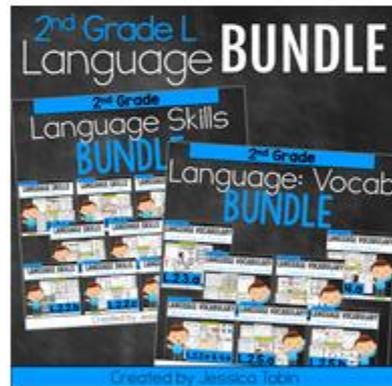
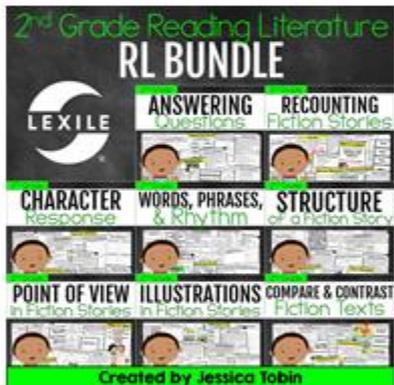
All-Year Materials

2nd Grade ELA lesson plans and supplemental activities that cover **all SIX domains** within Common Core ELA.



What is Included?

Each of the six domains contain lesson plans, graphic organizers, hands-on activities, and more! The domains cover ALL standards within those domains with standards-based materials.



What is Included?

Here is a closer look at what you'll get in each set.

Reading Literature Standards	3-4 mini lessons per standard, graphic organizers to use for any text, Lexile leveled passages, task cards, interactive notebook pieces, assessment for each standard [Digital conversions: graphic organizers, instructional passages]
Reading Informational Standards	3-4 mini lessons per standard, graphic organizers to use for any text, Lexile leveled passages, task cards, interactive notebook pieces, assessment for each standard [Digital conversions: graphic organizers, instructional passages]
Language Standards	Week-long lesson plan with partner and group activities, graphic organizers, hands-on centers, interactive notebook activities [Digital conversions: graphic organizers]
Reading Foundational Skills Standards	4-5 mini lessons per standard, hands-on practice centers, graphic organizers, interactive notebook pieces, assessments [No digital conversions are available at this time]
Writing Standards	6-10 lesson plans per standard (or cluster of standards such as revision and editing), writing prompts, graphic organizers, writing papers, rubrics and assessments [Digital conversions: prompts, graphic organizers, and assessments]
Speaking & Listening Standards	Mini lessons for each standard within this domain (5-6 activities for each lesson), bonus activities to continue practicing each skill [No digital conversions are available at this time]

Lesson Plans

The lesson plans within these units are easy to follow and give step-by-step instructions for whole group, partner, and independent activities. There are also material snapshots next to each step in the lesson plan to help understand which materials go with which step.

2 nd Grade Reading: Informational Lesson	RI.2.1- lesson 1 I can ask and answer questions to show that I understand the text.
Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	
Mini-Lesson / Focus: Practicing Answering Questions	
Activities to Teach Step 1- Teacher will create an anchor chart teaching students about asking and answering questions. Students can participate in the creation of the anchor chart through teaching questioning and discussion or display mini poster and discuss. Step 2- Teacher will read a nonfiction text from the classroom library. Throughout the book, teacher will have students practice answering questions about facts from the text and pictures on each page. Step 3- Teacher will read aloud a paragraph strip, then ask the students the question under the paragraph. Students will Mix-Pair-Share for this activity. They will mix up around the room, pair up with a new partner, and share the answer to the question after the teacher reads it aloud.	Materials:   

2 nd Grade Writing Lesson	W.2.1 I can write opinion pieces.
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	
Focus: Structure of an Opinion Piece	
LESSON!	
Activities to Teach: Step 1- Teacher will read aloud a strong mentor text that shows an opinion throughout. (Suggestions- I Wanna Iguana, The Perfect Pet, Don't Let Pigeon Drive the Bus, Click Clack Moo, I Wanna New Room). Throughout the book, stop to discuss if the beginning states a clear opinion. Guide students to discuss the reasons for the opinion throughout the middle. And finally, discuss if the end has a sense of closure to their opinion. Step 2- Create an anchor chart with the students on a large sheet of anchor chart paper. Or display the mini poster given and discuss opinion writing and the four pieces within it. Step 3- Students will stand up for a cooperative learning activity called Stand Up-Hand Up-Pair Up. Students will stand up and put their hands in their air. Then, they will circle around the room with their hands up. When teacher calls, "Pair Up", students will high-five a partner and put	Materials:   

2 nd Grade Language Lesson	L.2.1.a I can use collective nouns.	
Use collective nouns (e.g., <i>group</i>).	Vocabulary: collective noun noun	
Activities to Teach: Day 1- Create anchor chart with meaning and examples of collective nouns or display mini poster. Discuss examples and meaning with class. Day 2- Teachers and students will play a guessing game. Teacher will display a collective noun and students will have to correctly guess the noun it defines. Day 3- Students will create a types of collective nouns flip book. They will fold and trim the flaps, then cut and paste the types of collective nouns. Day 4- Students will work with partners to read through 10 sentences and circle the collective noun in each sentence. Day 5- Students will make their own 4-page book all about collective nouns they can see in nature.		Materials:     
Suggested Group/ Partner Centers: -Center #1, 2, and 3	Suggested Independent Activities: -Printable #1, 2, 3, 4, and 5 -Interactive Notebook Piece #1, 2, and 3	
Informal Assessment: -Students are asked to fold a piece of paper into four rectangles. On each rectangle, they must draw and label four different collective nouns.		

High-Interest Resources

Also included in each unit are supplemental materials to use in addition to your lesson plans. These materials can be used in group work, small group, independent time, break-out practice time, and any way you need to fit your ELA block.

Name: _____

The Tiger and the Toucan

The tiger showed his terrible teeth.
He tiptoed through the trees.
He tried to trick the toucan,
to get a terrific treat.
The toucan saw the tiger,
Then took off right away.
He flew to the top of the tall tree
And told the tiger, "Not today!"



Center 1: Match the singular plural noun to the irregular plural noun. ©Jessica Tobin, Elementary Nest L.2.1b

1 deer 	2 deer
1 leaf 	2 leaves
1 loaf 	2 loaves

Name: _____

Moon Phases

There are many phases of the moon. The moon looks different each night, but it only changes the shape that people can see. This is because the moon rotates around the Earth and the sun's light gets reflected on the moon at different angles. The moon starts its cycle as a new moon. People cannot see any of the moon during this phase. As the month progresses, more of the moon can be seen. A crescent moon is when a quarter of the moon can be seen. A gibbous moon is when most of the moon can be seen. A full moon is when the entire moon can be seen in the sky. After a full moon, it starts to get smaller until it starts over again.



Center 1: Sort the words into the long or short vowel categories. RF.2.3.a

Name: _____

Read the definition of the word and determine the correct suffix to add to the word. RF.2.3.a

Suffixes

to be without hair	hair _____	-est -ful -less -ly -er/or
to be filled with care	care _____	
to do something in a very quick manner	quick _____	
a person who teaches	teach _____	
to be filled with color	color _____	
to be without a home	home _____	
to be the most small	small _____	
a person who walks	walk _____	
to do something in a very quiet manner	quiet _____	
to be without a care	care _____	



What is your favorite season of the year?

What is your favorite restaurant to eat at?

Would you rather be a detective or a pirate?

On a rainy day, would you rather do a puzzle or read a book?

Name: _____

Create a list of rhyming words, then complete the poems.

Rhyming Poem

Words that rhyme with Tree	Words that rhyme with Bat	Words that rhyme with Log

I saw a big, tall tree
In the tree, I saw a _____.

Next, I looked up and saw a bat.
I hope that bat didn't see my _____.

The bat flew into the log.
Inside the log, he may see a _____.

Reading: Informational

This collage features various educational resources for informational reading. At the top, a large title reads "Reading: Informational". Below it, several overlapping cards and worksheets are visible:

- Mini Lessons:** A red box labeled "Mini Lessons" is positioned over a card titled "2nd Grade Reading: Informational Lesson" with the standard RI.2.1. Other cards include "Suggested Reading" for "Tornadoes!" by Gail Gibbons and "Weather vanes are instruments that measure wind. They show the direction of the wind." Another card mentions "A passport helps people travel their country" and "Information Stamps are country stamps." A card about "Queen Elizabeth is of England. She became the Queen" is also present.
- Passages:** A red box labeled "Passages" is placed over a card titled "The Sun" and another titled "Hammerhead Sharks". The "The Sun" passage describes the sun as a large star, larger than the solar system, and notes that it takes 365 days to rotate around the earth. The "Hammerhead Sharks" passage states there are many species of sharks, with the hammerhead being unique due to its shape.
- Assessment:** A red box labeled "Assessment" is placed over a card titled "Questions Assessment" which includes a list of questions about dogs and a passage about elephants. The elephant passage states they are one of the largest mammals, live in Asia and Africa, and use their trunks to pick things up, drink, and eat. It also notes they need a lot of food and water to survive. Another assessment card is titled "Answering My Own Questions" and includes a table for "My Question" and "My Answer".
- Notebook Pieces & Task Cards:** A red box labeled "Notebook Pieces & Task Cards" is placed over several cards. One card is titled "Ask and Answer Questions" and includes a table for "My Question" and "My Answer". Another card is titled "Answering Questions" and includes a table for "Why is the text about?" and "When do I read?". There are also several task cards with questions like "Why did the author write this text?", "What is one fact that you learned about Florida?", "What is the text mostly about?", and "Who is the text trying to teach us about?".

Reading: Literature

Mini Lessons

Passages

Assessment

Graphic Organizers

Notebook Pieces & Task Cards

The collage features several educational resources:

- 2nd Grade Reading: Literature Lesson** (RL.2.3- Lesson 3) with a "Suggested Reading" section.
- Story 1** titled "Illustrating Challenge" about Martin and dinosaur books.
- Where are the Animals?** a passage about a boy who loves visiting the zoo.
- Piñata Problems** a passage about Carlos and his cousins.
- Taking the Reins** a passage about a boy who likes to ride horses.
- Challenges Assessment** a worksheet with questions like "What is a challenge?" and "What is a response?"
- Character Cards** for "Chrysanthemum" and "Jamaica's Fin".
- Graphic Organizers** for "All About my Character" and "Challenge and Response".
- Task Cards** numbered 1 through 6, asking questions like "Who are the characters in the story?" and "What happens in the beginning of the story?"
- Other worksheets** like "All About the Book" and "Story Elements".

Speaking & Listening

Conversations
Rules for collaborative conversations:
1. Keep eye contact with the person you are talking to.
2. Do not interrupt.

Homework

Physical Education

This story made me feel... because...

The character reminded me of...

This story reminded me of...

Habitats

George Washington

Changing Leaves

American Symbols

Activity 2
Draw a sentence stem from the pile.
Complete the sentence stem with at least one complete sentence. Explain why.

Lesson Plans

Where did this story take place?
What happens next?
Where and when does this story take place?
If I won the lottery, I would...
On my last birthday, I...
If I had one magical power, I would...
My favorite thing to do during my free time is...
I wish Santa would bring me...
The best food is...
In my family, there are...

Self-Assessment: SL.2.2
I answered questions about the text.
I answered questions about the text.
I was able to ask questions.

Character:

Setting:

Character:

Character:

Character:

Setting:

Character:

Character:

Setting:

Character:

Character:

Setting:

Character:

Setting:

Character:

Setting:

Who is the story about?

Retell the story in your own words.

Where and when does the story take place?

What problems does the character face?

What is this text mostly about?

What is the main topic/idea?

What is one key detail to support the main topic/idea?

What is another key detail to support the topic/idea?

What is one new fact you learned?

What is a question you still have?

Act
Draw one character setting card.
Tell a verb complete sentence to your partner about the character.
Listen to the sentences from your partner.

Bonus Practice Activities

Character:

Setting:

Character:

Character:

Setting:

Character:

Setting:

Character:

Character:

Setting:

Character:

Setting:

Character:

Setting:

Reading: Foundational Skills

Phonics and Word Recognition Mini Lesson 4
Standard: CCSS.LA-Literacy.RF.2.3 Know and apply grade-level word analysis skills in decoding words with common prefixes.
I Can Statements: I can decode words that have prefixes.
Procedures:
Step 1- Introduce and discuss anchor chart.
Step 2- Students will work with a partner to draw cards and

Prefixes & Suffixes
How to read words with prefixes and suffixes
1. Split the word up into prefix and root word.
2. Read the prefix.
3. Read the root word.

re/pack pre/tes
un/tie dis/like
pre/

Center 2: Match the vowel team word to the picture, then sort the pairs under the correct team. RF.2.3.b

Center 3: Identify the word in the picture, then find the two syllables that make the word. RF.2.3.c

Center 5: Students spin a root word and a suffix. They will create a list and decide if it is real or nonsense.

Center 6: Match the inconsistently spelling word to the picture, then sort the pairs under the heading. RF.2.3.d

Center 7: Students play Kaboom! Draw a card, if they read it, they keep it. If they can't, they put it back. If they get a Kaboom card, they return all their cards. RF.2.3.f

care/ful
middy
prepare help
break
wisdom
unhappy
misspell
reread kick

Spin your wheel

2-Syllable Words
Lift the flap to attempt to spell the long vowel, two-syllable word.

What's the Vowel?

Decide

Silent Letter

oo as book
oo as roof

Dear
Aunt
By

preview
rewrite
undo
misspell

kn- -mb -igh wr- kn-
-mb wr- kn- -igh wr-

Mini Lessons

Centers

Graphic Organizers

Interactive Notebook Pieces

Pacing Guide

I have also included a pacing guide of suggested timelines for your year. These are only suggestions of how to fit in instruction and review. If your district requires other pacing and standard ordering, these resources can still be used!

The image displays three overlapping 2nd Grade ELA Pacing Guide charts for Quarter 1, Quarter 2, and Quarter 3. Each chart is a grid with columns for Reading, Speaking & Listening, and Reading Foundations, and rows for weeks. The charts contain specific standards (e.g., RI.2.1, L.2.1) and descriptions of activities and materials for each week.

2nd Grade ELA Pacing Guide Quarter 1

Week	Reading (RI)	Speaking & Listening (SL)	Reading Foundations (RF)
1	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	SL.2.1 Hear, discuss, and report on a topic or issue, responding to others and asking relevant questions.	RF.2.1
2	RI.2.2 Recount stories including characters, events, and settings, and describe how characters feel.	SL.2.2 Engage in shared reading and book discussions to support comprehension and understanding of a text.	RF.2.2
3	RI.2.3 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	SL.2.3 Follow agreed-upon rules for discussions (e.g., giving the floor to one speaker, not interrupting).	RF.2.3
4	RI.2.4 Compare the meaning of words and phrases in a text relevant to a grade 2 topic or issue.	SL.2.4 Use speaking and listening to participate in shared reading and book discussions to support comprehension and understanding of a text.	RF.2.4

2nd Grade ELA Pacing Guide Quarter 2

Week	Reading (RI)	Speaking & Listening (SL)	Reading Foundations (RF)
1	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	SL.2.1 Hear, discuss, and report on a topic or issue, responding to others and asking relevant questions.	RF.2.1
2	RI.2.2 Recount stories including characters, events, and settings, and describe how characters feel.	SL.2.2 Engage in shared reading and book discussions to support comprehension and understanding of a text.	RF.2.2
3	RI.2.3 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	SL.2.3 Follow agreed-upon rules for discussions (e.g., giving the floor to one speaker, not interrupting).	RF.2.3
4	RI.2.4 Compare the meaning of words and phrases in a text relevant to a grade 2 topic or issue.	SL.2.4 Use speaking and listening to participate in shared reading and book discussions to support comprehension and understanding of a text.	RF.2.4

2nd Grade ELA Pacing Guide Quarter 3

Week	Reading (RI)	Speaking & Listening (SL)	Reading Foundations (RF)
1	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	SL.2.1 Hear, discuss, and report on a topic or issue, responding to others and asking relevant questions.	RF.2.1
2	RI.2.2 Recount stories including characters, events, and settings, and describe how characters feel.	SL.2.2 Engage in shared reading and book discussions to support comprehension and understanding of a text.	RF.2.2
3	RI.2.3 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	SL.2.3 Follow agreed-upon rules for discussions (e.g., giving the floor to one speaker, not interrupting).	RF.2.3
4	RI.2.4 Compare the meaning of words and phrases in a text relevant to a grade 2 topic or issue.	SL.2.4 Use speaking and listening to participate in shared reading and book discussions to support comprehension and understanding of a text.	RF.2.4