

Name Diane Kunkel

Grade Level 2<sup>nd</sup> grade

Time Block (2 hrs/day, AM)

Theme Pet Show Today!

Trade Books or Anthology Titles Used:

1. The Cats of Tiffany Street By: Sarah Hayes
2. Amazing Pets! By: Eve Nagler
3. The Cat in the Hat By: Dr. Seuss

Balanced Literacy Program Components	Core Reading Instruction	Working With Words	Independent Reading	Writing Workshop
<p>Monday</p> <p><u>The Cats of Tiffany Street</u> By: Sarah Hayes</p>	<p>Access children's prior knowledge about cats through graphic organizer. Teach children about the use of descriptive words. As a minilesson, teach the children the parts of a book; (title page, table of contents, etc) After looking at <u>The Cats of Tiffany Street</u>, have students work on material in the independent reading section.</p>	<p>Introduce children to high frequency words that will appear in the story (end, family, far, left, quietly, street). Play the game WORDO, using these words and others from the high frequency list.</p>	<p>Have students choose a book from the classroom to read that deals with pets by looking at the title page and table of contents.</p>	<p>Have students create a picture of their own pet cat. Have students write a paragraph (atleast 5 sentences) describing their cat. They may look back at the graphic organizer for some details.</p>
<p>Tuesday</p> <p><u>The Cats of Tiffany Street</u></p>	<p>Have shared reading of <u>The Cats of Tiffany Street</u>. Have children preview and predict the story and then read the story together.</p>	<p>Phonics and decoding: Reread story emphasizing consonant clusters at the beginning of words. Explain concept of blends. Have students play games with flashcards that use different blends to make words.</p>	<p>Have children read independently and then go back and look for words that have consonant clusters. Have children record some of the words that they have discovered.</p>	<p>Have students write a letter from Shadow telling the cats at Tiffany Street about his new home.</p>

Balanced Literacy Program Components	Core Reading Instruction	Working With Words	Independent Reading	Writing Workshop
<p>Wednesday</p> <p><u>The Cats of Tiffany Street</u></p> <p><u>The Cat in the Hat</u> By: Dr. Seuss</p>	<p>Have a guided reading of <u>The Cat in the Hat</u>. Introduce the children to the concept of rhyming if they are unaware of it. Also, incorporate the books use of the short a sound by charting words with the short a sound on the black board.</p>	<p>Rhyming: Read a couple of sentences from <u>The Cats of Tiffany Street</u> that rhyme. Have students supply the words that rhyme with each other. Then, display sentence strips from the story that rhyme. Have students work with partners to arrange the strips in order as they appeared in the story.</p>	<p>Have students reread <u>The Cats of Tiffany Street</u> independently and have them look for words or sentences that rhyme with one another.</p>	<p>Have students work with partners to come up with their own sentences that rhyme.</p>
<p>Thursday</p> <p><u>The Cats of Tiffany Street</u></p>	<p>Teach the children about the difference between fact and fiction. Have students reread page 20 silently. Then have a discussion on reasons why this book is classified as fiction.</p>	<p>Activity with Consonant Clusters: Cluster Balloons. See attached sheet.</p>	<p>Have students pick out books from the library about animals that are nonfiction for the students to read independently or in partner reading.</p>	<p>Have students draw a picture book about animals that is either fiction or nonfiction. Then have students write captions for underneath the pictures.</p>
<p>Friday</p> <p>Amazing Pets!</p>	<p>Guided Reading. Students will read the article Amazing Pets with prompts from the teacher to check for understanding of the material.</p>	<p>Introduce the children to unfamiliar words that will appear in the article and the meanings of these words. (i.e. Scuba, etc)</p>	<p>Have students read one of the two additional articles about other amazing pets independently.</p>	<p>Point out the newspaper articles on the bottom of page 57. Have children read headlines and explain headlines. Have students write their own headlines for either Shadow or Elliot.</p>