Name: Jennifer Heinsler   Grade Level: 2


Related Literature: Just Me and My Puppy by Mercer Mayer  and The Berenstain Bears’ Trouble with Pets by Stan & Jan Berenstain

STANDARDS:

Standard 1 – Students will read, write, listen, and speak for information and understanding.

Indicators:
- Students will gather and interpret information from children’s reference books.
- Students will support inferences about information and ideas with references to text features, such as vocabulary and organizational patterns.
- Students will present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters and charts.
Standard 2 – Students will read, write, listen, and speak for literary response and expression.

Indicators:
- Students will create their own stories, poems, and songs using the elements of literature they have read and appropriate vocabulary.
- Observe the convention of grammar and usage, spelling, and punctuation.

MONDAY

OBJECTIVES:
1. The students will be able to recognize the responsibility of caring for pets. [Guided Practice]
2. The students will be able to identify different types of pets and their written name. [Guided Practice]
3. The students will be able to predict book from cover and pictures and then compare those predictions to actual events after reading the book. [Guided Practice]

TUESDAY

OBJECTIVES:
1. The students will be able to comprehend how text and illustration compliment each other. [Modeling]
2. The students will be able to make personal connections with vocabulary from pet unit. [Guided Practice]
3. The students will be able to better comprehend text through independent reading and shared reading. [Independent Practice]
WEDNESDAY

OBJECTIVES:

1. The students will be able to recognizing and utilize vocabulary words with a game. [Independent Practice]
2. The students will be able to recognize the responsibilities of caring for pets. [Guided Practice]
3. The students will be able to create their own story about pets. [Independent Practice]
4. The students will be able to make illustrations that compliment their partner’s story. [Independent Practice]
5. The students will be able to recognize edition techniques. [Guided Practice]
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<th>WORD WORK</th>
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<td>Monday</td>
<td><strong>Guess Word</strong>&lt;br&gt;- Write the following 7 sentences on the board, making sure to cover up the end word.&lt;br&gt;- Use sticky notes to cover the word in such a way that you can uncover the letters one at a time.&lt;br&gt;- Have the class take three or four guesses with no letters showing pointing out that it could be lots of different words when we cannot see any letters.&lt;br&gt;- Then uncover the first letter and erase guesses that don’t match.&lt;br&gt;- Once all the guesses make sense with the revealed letters, uncover the whole word and move on.</td>
<td><strong>Read Aloud &amp; Graphic Organizer</strong>&lt;br&gt;Read <em>Arthur’s Pet Business</em> by Marc Brown&lt;br&gt;- Discuss the front cover of the book&lt;br&gt;- Do a quick picture walk of the book and make sure to involve students in discussion of what they see.&lt;br&gt;- Begin the graphic organizer overhead by predicting what the book is about and what the pictures show them. (see attached)&lt;br&gt;- Read the book aloud.&lt;br&gt;- Go back to the graphic organizer and fill in the other side with what really did happen in the story.&lt;br&gt;- Have a small ending discussion about how illustrations should be complimentary to book and if that was true with this story.</td>
<td><strong>Shared Writing</strong>&lt;br&gt;- Use two pets (ask students to provide which pets) and use a Venn Diagram overhead to show pet responsibilities. (see attached)&lt;br&gt;- Invoke discussion about students who own pets and how they help in their family with the responsibilities.&lt;br&gt;- <strong>Poster and Advertisement</strong>&lt;br&gt;(Friends, page 51)&lt;br&gt;- Have children make poster for <em>Arthur’s Pet Business</em> or create radio advertisement both most include:&lt;br&gt;  - what it will cost&lt;br&gt;  - Arthur’s phone number&lt;br&gt;  - type of pets Arthur takes care of&lt;br&gt;  - creative edge&lt;br&gt;- Poster must also include illustrations&lt;br&gt;- Advertisement must be written out on a poster&lt;br&gt;- Allow students time to briefly present work to class.</td>
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Resource: *Phonics They Use*. Pg89–91
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<td>Tuesday</td>
<td>Vocabulary</td>
<td>Independent</td>
<td>Wordless Book</td>
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|       | 1. Give out the following vocabulary words on the board so that students may copy them into their vocabulary journal.  
• Pet, responsible, care, Veterinarian, prove, train, help, protect, litter  
2. Pass out four class dictionaries to students and ask class look up words.  
3. Come up with a reliable definition.  
4. Make sure each definition is written into the student’s journals.  
5. Have students come up with sentences using the vocabulary words.  
6. Pair students up and have them share their sentences with a partner and have them write their partner’s sentence into the journal. | 1. Have students reread Arthur’s Pet Business individually.  
2. Have them look for some of our vocabulary words (make sure list is still on the board)  
**Shared Reading**  
1. Partner students up and have then read aloud to each other their individual books.  
2. Each book should be assigned according to reading levels.  
**Book Examples**  
– Pet Show! By Esra Jack Keats (RL 2.2)  
– Franklin Wants a Pet by Paulette Bourgeois (RL 2.5)  
– I Want a Pet by Lauren Child (RL 2.6)  
– Birds by Sarah J. Keller (RL 2.4)  
– Junie B. Jones Smells Something Fishy by Barbra Park (2.6)  
3. Listen to students and do Running Reading Records. | 1. Have children gather on the rug and elaborate on the conversation of how illustrations compliment the author’s written words.  
2. Using overhead graphic organizer for My Puppy and Me by Mercer Mayer (see attached) go through the wordless book and pick out the characters, setting, and have students come up with a logical problem.  
3. Continuously flip through the book and point out main ideas or themes  
   Example: main character is always with the puppy, so it is probably his puppy; also show them the responsibilities we can see in the pictures.  
4. After finishing graphic organizer proceed to write the book.  
5. When done writing, read the book back to the students– ask them if it makes sense– if not edit and repeat process. |
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<td>Wednesday</td>
<td>Vocabulary Bingo</td>
<td>Supplemental Book</td>
<td>Creating a Pet Book</td>
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<td>1. Review vocabulary words by asking the students to look in their vocabulary journals.</td>
<td>1. Gather students on the rug</td>
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<td>2. Pass out Bingo worksheets and chips (see attached)</td>
<td>2. Read <em>The Berenstain Bears’ Trouble with Pets</em> by Stan &amp; Jan Berenstain.</td>
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<td>3. Using their vocabulary list in their journals, have them fill out worksheet according to directions stated on sheet.</td>
<td>3. Talk about some new responsibilities seen in this book and how the pictures correspond with the words written.</td>
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<td>4. Use definitions made by class on pre–made index cards (see attached for examples).</td>
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<td>5. Shuffle cards and at random say the definition of the word–students must be able to identify the correct word that corresponds with the definition and cover it up with a chip</td>
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<td>6. To win a person can get three in a row: Horizontally, Vertically, or Diagonal. Student must read words back to win a pencil of their choice.</td>
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Resource: *Phonics They Use*. Pg71–73