

**SCOPE OF WORK
PRIMARY LANGUAGE ARTS
GRADE 2**

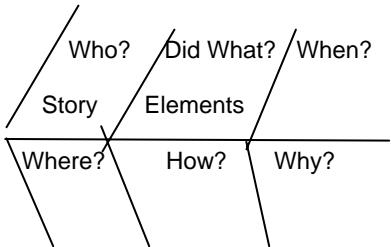
Subgoal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies.

COMPREHENSION

Objective: 2.42 Activate prior knowledge and preview text

Content	Suggested Activities	Suggested Assessments	Resources			
<p>Good readers preview the text in order to get an idea of what they are about to read. To preview the text, you can:</p> <ol style="list-style-type: none"> 1) Read the title. Does it sound familiar? If not, discuss it with a friend, teacher or parent. 2) Look at the pictures (if any). Connect them to experiences that you had. 3) Scan the text Quickly for key words. 4) Read the beginning paragraph and the last paragraph. <p>Good readers also make predictions as they read. Sometimes predictions change as the text is read.</p>	<p>Basic: Directed Reading Thinking Activity: Step 1. The teacher asks the students to predict what will happen in the story by using the title and any pictures available.</p> <p>Step 2. The teacher continues to question the students by asking them why they made their predictions.</p> <p>Step 3. The teacher allows students to read the text.</p> <p>Step 4. The teacher then asks students if their predictions were confirmed or not.</p> <p>Intermediate: K.W. L. Before the text is read the students write what they already know about the topic as well as what they would like to know. After the text is read, the students write what they learned about the topic.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">What I know</td> <td style="width: 33%; text-align: center;">What I would like to know</td> <td style="width: 33%; text-align: center;">What I learned</td> </tr> </table> <p>Advanced: Key Words The teacher selects five to six key words from the passage. Have students work in pairs to say how they think the words are connected in the story.</p>	What I know	What I would like to know	What I learned	<p>Assessment 1 The teacher prepares a checklist that includes activities to activate prior knowledge as well as other activities. As the teacher reads from the list, students are asked to put their thumbs up if the item read is something that should be done before reading and thumbs down if it is not.</p> <p>Example:</p> <ol style="list-style-type: none"> a. Read the first two pages. b. Look at the pictures. <p>Assessment 2 Ask students to demonstrate some of the pre-reading activities with a new book. The teacher can ask students to talk about what they are doing.</p>	<p>Walker Barbara J. <i>The Diagnostic teaching of Reading Techniques For Instruction and Assessment 3rd Ed.</i> (1996.) p.g. 213</p> <p>Boardman Moen Christine, <i>Better Than Book Reports.</i> (Scholastics Inc, 1992)</p> <p>Silver Graff, Rhonda <i>First Graphic Organizers: Reading</i> (Scholastics Inc 2003)</p> <p>Medina, Conni <i>Successful Strategies for reading in the Content Area 2nd Edition</i> (Shell Education, 2007)</p> <p><i>The Literacy Resource Handbook</i> pages 276-281</p>
What I know	What I would like to know	What I learned				

Objective: 2.43 Identify elements of a story i.e. character, plot, setting, themes

Content	Suggested Activities	Suggested Assessment	Resources				
<p>Story Elements</p> <p>Character: The people or animals in a story are the characters. When reading a story you can discover what characters look like, what they think, how they feel and what they say and do.</p> <p>Plot: The plot has a beginning, middle, and end. It is usually made up of the most important part of the story. Short stories usually have one plot.</p> <p>Setting: When and where a story takes place is called the setting. The setting can be a real or a make believe place.</p> <p>Themes: The theme is the main message of the story.</p>	<p>Basic: Character Talk Show Students are selected to act as characters for an interview during a given talk show. The host of the talk show asks the characters questions such as: 1. <i>Who are you?</i> 2. <i>What did you do?</i> 3. <i>Where were you when you did it?</i> 4. <i>What were some of the important things that happened?</i></p> <p>Intermediate: Herringbone Technique Students read a text at the appropriate reading level. Construct a visual diagram of the herringbone and have students record the elements of the story on the diagram in a group, in pairs or individually.</p>  <p>Advanced: Story Tree Read a story to the class then have students work in groups to complete a story tree. They should put:</p> <ol style="list-style-type: none"> 1. The name of the main character. 2. Two words that describe the main character 3. Three words to describe the story setting 4. Four words telling what the main character wants in the story. 5. Five words telling what happened that nearly stopped the main character from getting what he wanted in the story 6. Six words telling how the main character got what he/she wanted in the story. <p><u>Note:</u> Changes can be made to suit the story.</p>	<p>The students will read a story and complete a story map identifying elements of a story by writing the story elements or drawing the elements for each section.</p> <p style="text-align: center;">Story Map</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 10px;">Who are the characters?</td> <td style="padding: 10px;">What was the setting?</td> </tr> <tr> <td style="padding: 10px;">What was the problem?</td> <td style="padding: 10px;">How was the problem solved?</td> </tr> </table> <p>Answer comprehension questions about the story.</p>	Who are the characters?	What was the setting?	What was the problem?	How was the problem solved?	<p>Walker Barbara J. <i>The Diagnostic teaching of Reading Techniques For Instruction and Assessment 3rd Ed</i>, (1996.) p.g. 213</p> <p>Boardman Moen Christine, <i>Better Than Book Reports</i>, (Scholastics Inc, 1992)</p> <p>Silver Graff, Rhonda <i>First Graphic Organizers: Reading</i> (Scholastics Inc 2003</p> <p>Medina, Conni <i>Successful Strategies for reading in the Content Area 2nd Edition</i> (Shell Education, 2007)</p> <p>Wilhelm Jeffery D. <i>Action Strategies for Deepening Comprehension</i> (Scholastics Inc 2002)</p>
Who are the characters?	What was the setting?						
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Objective: 2.44 Use context clues for understanding the meaning of words, phrases, sentences and paragraphs

Content	Suggested Activities	Suggested Assessment	Resources
<p>Context clues help the reader figure out the meaning of unfamiliar words while reading. Context clues may be in the same sentence as the unknown word.</p>	<p>Basic: Act it Out Say to students that they have a visitor coming to the class to spend time with them. Unfortunately, the person does not speak English and will have to communicate with them by acting. The students should use the clues to figure out what the person needs. The teacher should pretend to be the person communicating the need.</p> <p>Example: The teacher can pretend to need a drink of water. The actions might include wiping the sweat, pointing at the tongue and looking almost faint etc. At the end of the activity the teacher should make the connection that just as clues were provided in the acting, when we read, the authors also provide clues.</p> <p>Intermediate: Figure Me Out Make up a story for the students that includes nonsense words. Use the overhead, chalkboard or chart paper. Let students use the clues to figure out the possible meaning of the words.</p> <p>Example: Jan combed her trapel. She put a lallet on it to hold it in place. She got her scell and went to school. Let students explain the reasons for their choices.</p> <p>Advance: Context Clues Challenge In groups of four, students write definitions, but there's a catch! They're not allowed to use dictionaries, glossaries, dictionary or any other reference. They're only allowed to use each other and the text in which the word appears. They must use context clues.</p>	<p>From a list of words, the students will choose the words that best completes the sentence.</p>	<p>Medina, Conni <u><i>Successful Strategies for reading in the Content Area 2nd Edition</i></u> (Shell Education, 2007)</p> <p>Lapp, Dr. Dianne & Flood, Dr James <u><i>Comprehension Plus Level B.</i></u> (Modern Curriculum Press Level 2002)</p>

Objective: 2.45 Derive from text the main idea and supporting details

Content	Suggested Activities	Suggested Assessment	Resources
<p>The main idea of a paragraph is the one idea which all the other sentences in that paragraph are related. The sentences which tell about the main idea are called detail sentences. Having a main idea helps to keep the paragraph organized.</p>	<p>Basic: File it Away Explain to students that at home, at school or in an office, properly kept files help to keep things organized. Tell them that today, they are going to help you file things away. The teacher may begin by sharing some of the folder names that she has for example, My Family, School, Recipes. Students can suggest a few other folder titles. The paper items that she has to file away can also be identified and students can help her decide in which folder they should go. Example: bills from the vet, health insurance receipt for her children, letters from her children’s teachers etc. Any terms students do not understand (health insurance policy) should be explained. The connection should be made that just as files keep us organized, the main idea and supporting details keep writing organized.</p>  <p>Intermediate: Main Idea Mobile Have students work in groups to make a paragraph mobile. They can write a topic sentence on a large piece of construction paper, foam block, or cardboard canister. Ask them to write supporting details on smaller pieces and dangle them from the main idea.</p> <p>Advanced: Main Idea Relay Divide students into four teams. Give each team a set of sentence strips with supporting details and a main idea for a paragraph that are not connected. The first person in each team should tape their main idea cards on the board. The second person in each team reads the detail sentence strips in their hands and places them under the correct main idea. The first team having all of the detail sentence strips correctly placed wins. Ensure that the aisles are clear so that nothing impedes the movement of students.</p>	<ul style="list-style-type: none"> • Have students read a passage. Have them select the main idea from three possible answers. • Have students read a graded paragraph. Direct them write the main idea and supporting details in the spaces provided on a graphic organizer. 	<p>Walker Barbara J. <i><u>The Diagnostic teaching of Reading Techniques For Instruction and Assessment 3rd Ed,</u></i> (1996.) p.g. 213</p> <p>Boardman Moen Christine, <i><u>Better Than Book Reports,</u></i> (Scholastics Inc, 1992)</p> <p>Silver Graff, Rhonda <i><u>First Graphic Organizers: Reading</u></i> (Scholastics Inc 2003)</p> <p>Medina, Conni <i><u>Successful Strategies for reading in the Content Area 2nd Edition</u></i> (Shell Education, 2007)</p> <p>Lapp, Dr. Dianne & Flood, Dr James <i><u>Comprehension Plus Level B.</u></i> (Modern Curriculum Press Level 2002)</p>

Objective: 2.46 Tell events in the correct sequence

Content	Suggested Activities	Suggested Assessment	Resources
<p>When reading or writing paragraphs and stories, events must be placed in the correct order to understand what is being read. We refer to this as the sequence of events.</p> <p>The sequence of events is also important when following directions. When we follow a recipe for example, we need to follow the steps in order so that the item we are making is done correctly.</p> <p>Clue words such as first, next, then, after that, and last helps the reader understand the order in which certain events happened.</p> <p>Words such as morning, night and evening also tell the order in which events happened.</p>	<p>Basic: Sentence Strips Use [sentence strips] as a manipulative for practicing story sequence. Have students arrange sentences in order. They could have numbers on the back for self checking. This can also be done with the lines of a poem that has been read to them.</p> <p>Intermediate: Comic Strips Gather comics from the newspaper that follow an order. Cut them out/apart, and glue the separate panels on a stiffer piece of paper, then laminate. (Put the correct number on the backs of each piece, as a way to self-check) Have students take turns putting them in the correct order.</p> <p>Advanced: Sequencing Monster The teacher is responsible for setting the scene. The teacher would place monster footprints around the classroom as if a monster had been there and walked throughout the class. As the monster moved about the classroom he messed things up. For example, he knocked some supplies off the computer, then proceeded and tipped over a desk. He turned a picture upside down, etc. The footprints would indicate the path the monster took.</p> <p>The students would enter the classroom and observe that something had happened. They would follow the footprints and observe the damage the monster had done. After discussing sequencing with the students have them brainstorm a list of words that show order (first, second, next, then, after that, finally.) Ask students to write about the order in which the damage was done to the classroom using these sequencing words.</p>	<ul style="list-style-type: none"> Students will be given a set of pictures or sentences that tell a story but are not in the correct sequence. The students will put the pictures or sentences in order to show the correct sequence of events, or they will write the sentences in the correct order to show the time order sequence. Students will be given a set of pictures or sentences that tell a story but are not in the correct sequence. The students will write the numbers next to each picture or sentences to show the correct sequence of events. <p>Students should write a sequencing story that follows a proper sequence that makes sense.</p> <p>Note: <i>Students must use time order words.</i></p>	<p>http://www.eduref.org/Virtual/Lessons/LanguageArts/ProcessSkills/LPS0200.html</p> <p>http://www.proteacher.net/cgi-bin/asrchwrap.cgi?string=sequence&number=0</p>

Objective: 2.47 Distinguish between fiction and non-fiction

Content	Suggested Activities	Suggested Assessment	Resources
<p>Books that are made up by the author are not true. Authors sometimes use their imaginations to help them write interesting stories. Stories about fairies, talking animals and objects are not real, we call these types of stories make-believe or fiction.</p> <p>Books that give us information about a person's life, things that actually happen and places that people can actually go and visit are considered real life or non-fiction.</p> <p>Note: Avoid introducing the concepts of fiction and non-fiction in the same lesson as this might be confusing for students. Ensure that they can identify one category of books first before introducing the other. Teach both concepts in the same lesson only after students have been able to identify them separately. To further reinforce what you are teaching, intentionally use these terms in other lessons to describe the books being used.</p>	<p>Basic: <i>Can or Cannot Happen</i> Have students look at pictures and clap if they are showing reality or stand if they are showing something make-believe. Students can explain their responses.</p> <p>Intermediate: <i>Fiction or Non-Fiction?</i> Students can work in pairs or a group to read a given passage. Have them determine whether it is fiction or non-fiction. Give students an opportunity to explain their reasoning.</p> <p>Advanced: <i>You be the Author</i> Students can write a statement that is fiction. Students can write about a real life experience.</p>	<p>Have students read various sentences or passages and classify them as fiction or non-fiction.</p>	<p>Tiedt & Tiedt; <u><i>Language Arts Activities For The Classroom</i></u> (1987 W.)</p> <p>Sumner Ruth; <u><i>Literacy Resource Handbook Technique for improving Literacy Skills</i></u> (The College of the Bahamas 2008)</p> <p>Various Genres of Literature (e.g. fairy tales, myths, legends, biographies, science fiction, nursery rhymes, articles, poetry, mysteries, plays, etc)</p> <p>Culturally Based Stories and Text</p> <p>Harcourt Hidden Surprises (Grade Three)</p>

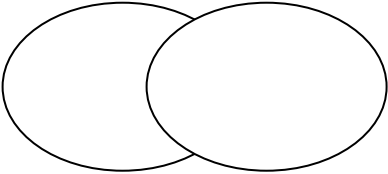
Objective: 2.48 Differentiate between fact and opinion

Content	Suggested Activities	Suggested Assessment	Resources						
<p>A fact is a statement that can be proven true or false. This may be done through further reading, observation or by asking an expert.</p> <p>An opinion tells what someone thinks or feels about a about a particular subject. As a result it cannot be proven true or false.</p> <p>Words that tell how someone feels such as thinks or likes, can be used to tell opinions.</p>	<p>Basic: F & O Read a variety of scenarios and have the children hold the F card for Fact & the O card for Opinion. The teacher can call on individual students to explain why they held up the card that they did.</p> <p>Fact Hunt During guided reading, students can go on a fact hunt. As they find the fact, they can list on a group chart. Each group can then share their facts with the class. As a follow up activity the students can choose a fact, write it and illustrate it.</p> <p>Intermediate: Fact and Opinion Dance Moves Randomly select students and give them a sentence. Play the music and have students dance up to the front of the class and put it under the correct column (fact or opinion), explaining their choice.</p> <p>Advanced: Grab Bag Each individual will select five sentences from a bag from the centre of their group. They will also be given a Fact & Opinion chart. They will then write the sentences in the correct column. In the third column, they will explain the reason for their answer.</p> <p>Example: <i>I think that puppy is so pretty!</i></p> <table border="1" data-bbox="474 1122 913 1243"> <thead> <tr> <th>FACT</th> <th>OPINION</th> <th>EXPLAIN</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	FACT	OPINION	EXPLAIN				<p>Provide students with 10 sentences on a sheet of paper. Have them identify the statements as Statements of Fact and Statements of Opinion.</p>	<p>Walker Barbara J. <u><i>The Diagnostic teaching of Reading Techniques For Instruction and Assessment 3rd Ed,</i></u> (1996.) p.g. 213</p> <p>Boardman Moen Christine, <u><i>Better Than Book Reports,</i></u> (Scholastics Inc, 1992)</p> <p>Silver Graff, Rhonda <u><i>First Graphic Organizers: Reading</i></u> (Scholastics Inc 2003</p> <p>Medina, Conni <u><i>Successful Strategies for reading in the Content Area 2nd Edition</i></u> (Shell Education, 2007)</p> <p>Lapp, Dr. Dianne & Flood, Dr James <u><i>Comprehension Plus Level B.</i></u> (Modern Curriculum Press Level 2002)</p>
FACT	OPINION	EXPLAIN							

Objective: 2.49 Summarize and paraphrase text

Content	Suggested Activities	Suggested Assessment	Resources
<p>When we re-tell a story or an experience, we often like to spend time giving the interesting details. We like to mention what people were wearing, what they were doing and anything else that was happening that was interesting. However, depending on the time and purpose, we sometimes need to summarize or just give the main points about what is happening. This can often be done in just a few sentences.</p>	<p>Basic: In Character Have students choose a book to read. Ask them to select 3 items that were in the story to help them re-tell the story in three sentences. If possible, the items can be physically brought to the class so that they can be shown while telling the story. Another adaptation of this is to have students dress up as a character from their book. Have them talk and act like the character and give a quick summary of what happens in the book. Some students may also wish to make a sculpture or model of their character instead</p> <p>Intermediate: Book Fair Have students read a book. Instruct them to create a diorama of the setting or even create a backdrop where they can act out a scene from the book. Then one afternoon organize a book fair where students can share their presentations that would include a brief summary about the book. You may want to invite other classes or open the event to family and friends.</p> <p>Advanced: News Brief Read aloud a news story from today's newspaper and have students write the key idea(s) on a small sticky note or index card.</p>	<p>Provide students with a brief paragraph to read. Present them with three sentences. Ask them to select the one that best tells what the paragraph is all about. (You may wish to have them complete this exercise with several paragraphs.)</p>	<p>Walker Barbara J. <u><i>The Diagnostic teaching of Reading Techniques For Instruction and Assessment 3rd Ed,</i></u> (1996.) p.g. 213</p> <p>Boardman Moen Christine, <u><i>Better Than Book Reports,</i></u> (Scholastics Inc, 1992)</p> <p>Silver Graff, Rhonda <u><i>First Graphic Organizers: Reading</i></u> (Scholastics Inc 2003</p> <p>Medina, Conni <u><i>Successful Strategies for reading in the Content Area 2nd Edition</i></u> (Shell Education, 2007)</p> <p>Lapp, Dr. Dianne & Flood, Dr James <u><i>Comprehension Plus Level B.</i></u> (Modern Curriculum Press Level</p>

Objective: 2.50 Compare and contrast events, opinions and facts

Content	Suggested Activities	Suggested Assessment	Resources																				
<p>When you tell how two or more things are alike or the same, you are comparing.</p> <p>Example: The truck and the car are red.</p> <p>When you tell how two things are different, you are contrasting.</p> <p>Example: DeAngelo likes to play basketball, but Shavado likes to play soccer.</p> <p>The words like and same tell how things are alike. The words different, but, and unlike, tell how things are not the same.</p> <p>Note – Do not introduce compare and contrast in the same lesson.</p>	<p>Basic: Alike & Different Hoola Hoop Pair students. Provide them with two objects. Have them write words to say how each item is different from the other as well as words to say how they are alike. Display two hoola hoops in the form of a Venn diagram on the floor. Have students stand around to watch. (You may want to move outside for this part of the activity.) Ask the first pair of students to place one of their items in the left portion of the first hoola hoop and the next item in the right portion of the second hoola hoop. Have students take turns placing their word cards in the correct parts of the hoola hoop telling how the items are alike and how they are different.</p>  <p>Intermediate: Walkabout Take students on a walkabout around the campus. Have them select two objects to compare and contrast. Let them share their findings with the class.</p> <p>Advanced: Popcorn and a Movie Show students two clips from a movie. Have them compare and contrast the characters, setting and plot.</p>	<p>After reading a passage, the students will complete a comparing and contrasting table or Venn diagram identifying how two things are alike and different.</p> <table border="1" data-bbox="1188 428 1635 805"> <tr> <td colspan="4">Read each sentence. Put an X in the boxes under grape pr apple or both</td> </tr> <tr> <td></td> <td>Grape</td> <td>Apple</td> <td>Both</td> </tr> <tr> <td>It is tiny.</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>It is sweet.</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>It is red.</td> <td></td> <td>X</td> <td></td> </tr> </table>	Read each sentence. Put an X in the boxes under grape pr apple or both					Grape	Apple	Both	It is tiny.	X			It is sweet.			X	It is red.		X		<p>Walker Barbara J. <i>The Diagnostic teaching of Reading Techniques For Instruction and Assessment 3rd Ed</i>, (1996.) p.g. 213</p> <p>Boardman Moen Christine, <i>Better Than Book Reports</i>, (Scholastics Inc, 1992)</p> <p>Silver Graff, Rhonda <i>First Graphic Organizers: Reading</i> (Scholastics Inc 2003</p> <p>Medina, Conni <i>Successful Strategies for reading in the Content Area 2nd Edition</i> (Shell Education, 2007)</p> <p>Lapp, Dr. Dianne & Flood, Dr James <i>Comprehension Plus Level B</i>. (Modern Curriculum Press Level</p>
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