

Afterschool Curriculum

**Language Arts
Grades 2-3**

Learner Expectation	Show-Me Standards	Suggested Activity
<p>Word Analysis</p> <p>Decoding: Multi-Syllable Words The learner will be able to use phonetic decoding to recognize multi-syllable words.</p>	<p>CA 2,3, 1.6</p>	<p>Getting Started: Unlocking Unfamiliar Words</p> <p>Materials</p> <ol style="list-style-type: none">1. pull a small group of children for this lesson, no more than 62. chart with "<u>Reading Strategies for Figuring Out Unfamiliar Words</u>" you've made ahead of time3. copies of a difficult text for the teacher to read - one for each student and one for you4. passage for students - pick a passage above their independent reading level5. paper and pencils for each student or reader response journals6. timer or clock <p>Lesson Part I</p> <ol style="list-style-type: none">1. Remind kids that they have talked with their teachers and assistants over the years about what to do when they come across unfamiliar words. Tell them that you made a list of ideas that you'd like to share BUT FIRST you want them to make their own list so you can see where you agree.2. Record their ideas on chart paper. (By brainstorming their own list, they will remember better and be engaged more when they match their list to your list.)

3. Share your list that you've made on chart paper and compare the two lists. Add any ideas they came up with to your chart that are different (and worthy !) and hang it in your space. Tell them they will refer to this chart of strategies often.

Reading Strategies for Figuring Out Unfamiliar Words

1. Look for familiar chunks and sound it out.
 2. Look for little words and big words in the word.
 3. Think about whether you've seen the word before, where and in what context.
 4. Reread the sentence OR read ahead to gather context clues.
 5. Ask yourself, "What will make sense and matches the letters?"
 6. Substitute a word that makes sense in the sentence.
4. Think Aloud. Model how you go about using these strategies. Give copies of a difficult text to students and keep a copy for yourself. (I like to use a piece taken from a book on brain research. Encyclopedias are other good sources of difficult texts.) Slowly, read the piece aloud to the students. When you come across words you do not know, talk out loud about what you do to help yourself through the reading.
 5. If new strategies come up that you use, add new strategies to the chart that hangs in the room. Be sure to add...
- 7- I can pronounce names any way I want in silent reading.
6. Give students a short story or passage to read silently. Tell them you picked a passage that is harder than normal for the purpose of this lesson. Ask them to read and record the strategies they use when they come across unfamiliar words on a chart like the one below. Set the timer and tell students that they can work 10 minutes and you will stop them when

		<p>10 minutes is up whether they are done or not.</p> <ol style="list-style-type: none"> 7. Ask the students to talk through their chart with a partner. Tell their partner what words gave them trouble. Share what strategies they tried to figure out the word. Get help from their partner in figuring out the unfamiliar words. 8. Let the partners share with the whole group any words the students could not figure out alone or with their partner. Have the group figure out the words and share how they knew what the word meant. Take the time to model using more than one, and possibly all the strategies, when trying to figure out tough words. 9. Add any new strategies to the chart.
<p>Reading Operations</p> <p>Fluency: Develop/Expression The learner will be able to read aloud to develop fluency, expression, and accuracy.</p> <p>Predict Outcome: Before/During Reading The learner will be able to predict possible outcomes and events before and during reading.</p> <p>Post-Reading: Summarizing The learner will be able to use post-reading strategies, such as summarizing, to confirm his/her understanding of a given text.</p>	<p>CA 2, 3, 1.5</p> <p>CA 2, 3, 1.5, 1.6</p> <p>CA 2, 3, 1.6, 3.5</p>	<p>Goldilocks and the Three Bears</p> <p>Objective:</p> <ul style="list-style-type: none"> · The students will seek answers to the 5 Ws + H: who, what, when, where, why and how. · The students will generate ideas (solutions) to the problem. · The students will develop an action plan for the most effective solution. <p>Materials:</p> <p>One copy of Goldilocks by Janice Russell Easel Paper Crayons or Markers</p> <p>Set:</p> <p>Begin by asking the students what they would do if they found a stranger had been in their house. Listen to the feedback and tell them to listen closely to the story of "Goldilocks and the Three Bears". While reading the story, stop and ask what will happen next and why.</p>

<p>Construct Meaning: Text Features/Use The learner will be able to use bold print, italics, titles, sub-titles, underlined words, and quotations to understand text.</p> <p>Evaluating: Setting/Characters/Events The learner will be able to evaluate setting, characters, and events from a text and support them with evidence from the text.</p>	<p>CA 2, 3, 7, 1.5, 1.6</p> <p>CA 2, 3, 1.6, 3.5</p>	<p>Development/Procedures: Invite the students to help the bears solve their problem. First, ask them is their a problem. Yes, the bears' home has been trespassed and damage has been done to their belongings. Students can pretend to be newspaper reporters in pursuit of a hot news story as they gather the facts (ie. who, what, where, when, why and how). Once the facts are reviewed, the students can help the bears by posing a problem statement: How might Papa, Mama and Baby Bear keep Goldilocks away from their home? Students will generate ideas (solutions) to the bears problem. Once students have generated ideas help them move further into the creative problem-solving process by having them plan ways for the Three Bears to enact the students best solution. When students have determined the best solution, they can devise an action plan. For example, the students can create illustrations of how their solutions would stop Goldilocks and other intruders.</p> <p>Note for extension of this lesson plan: After the students have finished helping the Three Bears with their problem, they can move on by helping other fairy tale characters with their problems. How might Little Red Riding Hood solve the problem of the pesky wolf without having to seek the help of the woodcutter? How might Jack improve his financial lot without having to steal from or slay the giant?</p> <p>Closure: Review with the students the three elements of problem solving: 1) identifying the problem; 2) producing ideas; and 3) evaluating and implementing solutions. Relate these elements back to Goldilocks and the Three Bears.</p>
<p>Vocabulary</p> <p>Context: Build Vocabulary The learner will be able to use contextual clues to expand his/her vocabulary.</p>	<p>CA 2, 3, 1.5, 1.6</p>	<p>Vocab Fly Swat</p> <p>Objective: For each student to be able to have a better understanding of the current vocabulary list.</p>

<p>Language Arts Processes</p> <p>Purpose/Audience: Speak/Write The learner will be able to develop a sense of purpose and audience when composing through speaking and writing for classmates and friends.</p>	<p>CA 4, 1.8, 2.1</p>	<p>Lesson</p> <p>Introductory Activity: Review current vocabulary list with the class. Discuss and practice the spelling of each vocabulary word.</p> <p>Lesson Delivery: Divide the class into two teams. Write each vocabulary word on two separate index cards. Divide the board in two. Tape the vocabulary words to the board. Each team will have their own vocabulary words taped to the board. The two groups will line up single file behind their list of vocabulary words. Teacher will say the definition of a word. One student from each team will have a fly swatter. The person to swat the correct word the fastest will win a point for their team.</p> <p>Materials: index cards vocabulary list two fly swatters</p> <p>If the Dinosaurs Came Back...</p> <p>Overview This is a literature/writing lesson using the book <i>If the Dinosaurs Came Back</i> by Bernard Most. Students will create a page for a class book by finishing the writing prompt "If the dinosaurs came back...."</p> <p>Objectives In this activity, students will:</p> <p>Listen to a story and brainstorm ideas.</p>
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	<p>Participate in a discussion about what would happen if the dinosaurs came back to earth.</p> <p>Create a page for a class book by finishing the writing prompt "If the dinosaurs came back...", and then illustrating the page.</p> <p>Materials</p> <p>This activity requires the following resources:</p> <p>If the Dinosaurs Came Back by Bernard Most</p> <p>Writing paper with the prompt "If the dinosaurs came back, _____" written on it, and with room for illustrations.</p> <p>Procedure</p> <p>Present the students with the questions, "What was the earth like when the dinosaurs were here? What if the dinosaurs came back?" Hold a brief discussion.</p> <p>Read the story to the children. Before beginning, explain to the students that they will be writing a class book about this topic after listening to the story. Once the story is finished, revisit the ideas in the story.</p> <p>Brainstorm a list of ideas of what might happen if the dinosaurs really came back. Write down the children's ideas as they are given.</p> <p>Show students a sample of the page for the book that they will make. Model the thinking process for deciding what to write and the illustrations to draw.</p>
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<p>Study and Research Skills</p> <p>Print/Nonprint: Make Connections The learner will be able to make connections between print and nonprint texts by comparing and contrasting, using various resources that contribute to informed decisions.</p> <p>Directions: Follow/Compose/Restate The learner will be able to follow, compose, and restate two and three step directions with the use of text, pictures, diagrams, and personal experiences.</p> <p>Note-Taking: Techniques The learner will be able to identify important information in a text.</p> <p>Sources: Credit/Ideas/Images The learner will be able to give credit for others' thoughts, images and information.</p>	<p>CA 2, 3, 7, 1.5, 1.6</p> <p>CA 3, 1.5, 1.6</p> <p>CA 2, 3, 4, 1.5, 1.8</p> <p>CA 4, 1.4, 1.7, 1.8</p>	<p>Community Letter</p> <p>Objectives: The children will be able to:</p> <ul style="list-style-type: none"> · Enhance listening skills during a read-aloud. · Enhance writing skills by writing skills by a letter to a character in a related literature source about people, places, and things within their community. · Participate in small group discussion by orally presenting their letter to the people in their group. <p>Materials:</p> <p>Book: My New York Final Draft Stationary Pencil and Paper</p> <p>Procedure Into/Motivation:</p> <ol style="list-style-type: none"> 1. Read My New York. (A girl named Becky writes a letter to her friend, telling her all favorite places in her community.) 2. Discuss with the children that they are going to write a letter to Becky about all their favorite places in their community. Write their responses on the board. <p>Developmental Activities:</p> <ol style="list-style-type: none"> 1. Pass out paper (used for rough draft). 2. Explain and model how to write a letter on he board.

		<ol style="list-style-type: none"> 3. Have the children write a rough draft of their letter, using the ideas listed on the board. 4. Have students swap letters with a partner and proofread each other's letters. 5. Pass out final draft stationary. 6. Have the children rewrite their revised letters. <p>Closure:</p> <ol style="list-style-type: none"> 1. Divide children into groups of four and read their letter to one another. 2. Display letters on unit bulletin board.
<p>Genres</p> <p>Elements: Alliteration/Rhyme/Recognize The learner will be able to recognize alliteration, rhyme, and repeating or alternating patterns and give examples of sensory details and figurative language.</p>	<p>CA 2, 1.5, 1.6</p>	<p>Color Poems</p> <p>Students write COLOR POEMS based on color poems from <i>Hailstones and Halibut Bones</i> by Mary O'Neill.</p> <p>MATERIALS: a copy of Mary O'Neill's <i>Hailstones and Halibut Bones</i></p> <p>METHOD:</p> <ol style="list-style-type: none"> 1. Read each of the color poems in <i>Hailstones and Halibut Bones</i>. 2. After each poem, discuss the author's use of imagery, personification, unique expressions, the senses the author uses to write about the color, etc. depending on age / ability of students. 3. Then have each student select a color, maybe their favorite color, or the color of their favorite poem from the book, or a color that wasn't included in the book. 4. Give each student a copy of the pattern below for writing their own poem. You can easily add lines to make the poem more complex - or change or take out lines to make it simpler - depending on your students. 5. After writing their first draft, have students go through the editing process, make changes and improvements, until they have a final complete copy of their poem.

		<p>6. Then students can type their poems, choosing a font, and print it on colored paper, or use color ink and print on white paper, or make a creative display/background for their poem. They make a beautiful spring display for bulletin boards. Students could also combine the poems to make their own color poetry book and then illustrate it.</p> <p>POETRY PATTERN: (selected color) is (selected color) is (selected color) is (selected color) is (selected color) tastes like (selected color) smells like (selected color) sounds like (selected color) feels like (selected color) looks like (selected color) makes me (selected color) is</p>
<p>Media</p> <p>Illustrations: Information/Interpret The learner will be able to interpret information depicted in illustrations.</p>	<p>CA 3, 1.6</p>	<p>Sketch To Stretch</p> <p>Objectives: The student will be able to:</p> <ol style="list-style-type: none"> 1.Listen as the story is being read to them. 2.Draw a picture that expresses how the story makes them feel. 3.Explain their drawing to the group. 4.Write a few sentences about what the story means to them. <p>Materials: paper, pencils, colored pencils or crayons and markers, book of your choice.</p> <p>Procedure: Read the book to the class. Have the student listen carefully as you read. When you are through with the book, tell the class to draw a picture, without talking to anyone, that shows how the story made them feel. You will get several different responses in drawings to this task.</p>

<p>Evaluate: Messages/Credibility The learner will be able to evaluate the credibility of messages conveyed through oral and visual media.</p>	<p>CA 5, 1.5, 1.7, 2.7</p>	<p>Have students explain their drawings to the class and tell how it represents how the story made them feel. Then have the students write a few sentences about the story or a paragraph about the story. It can be a retelling, a summary, or a paragraph about how the story made them feel.</p> <p>Reading Power Through Visualizations</p> <p>Goal: Greater reading comprehension Specific Objective: Students will visualize images from the text and create an oral collage. Materials needed: core literature Anticipatory set: If you close your eyes, can you see pictures in your mind? Procedure: The teacher asks students to close their eyes and visualize images while s/he reads excerpts from a core literature book. When the teacher finishes reading, s/he asks students to share what images they saw. Next, the teacher asks students to visualize with their eyes open as s/he reads the text. Then the teacher asks students to read a page silently and visualize what they are reading. Following each visualization exercise, students share their images with the rest of the class. Finally, the teacher asks students to write down their favorite line of imagery from the text. Four-five students come up to the front of the class and, while the rest of the class has its eyes closed, create an oral collage by reading their selected passages and leaving space between speakers so the class can visualize each passage.</p>
<p>Writing</p> <p>Prewriting: Graphic Organizers The learner will be able to use graphic organizers as a prewriting strategy.</p>	<p>CA 1, 4, 1.8, 2.1, 2.2</p>	<p>Story Pyramid</p> <p>Objectives- Students will brainstorm ideas for a story they will collaboratively compose using the Story Pyramid. Students will compose</p>

		<p>individual stories after participating in composing a group story.</p> <p>Resources- overhead/transparencies, transparencies of Story pyramid, coloring utensils, paper/pencils</p> <p>Key Words- Brainstorming, characters, setting, problem, events, solution</p> <p>Procedures- Explain the model by using visual display to introduce and identify the elements of the model (see Story Pyramid below). Share examples that utilize the model. Review the model and share more examples. Students brainstorm ideas about a story they will collaboratively compose during the model. Students will then write individual compositions. After composing, students are encouraged to share their writing.</p> <p>Story Pyramid (put on transparency):</p> <ol style="list-style-type: none"> 1. name of main character 2. 2 words describing main character 3. 3 words describing setting 4. 4 words stating problem 5. 5 words describing an event 6. 6 words describing another event 7. 7 words describing another event 8. 8 words describing the solution
<p>Language Mechanics</p> <p>Capitalization: Variety/Writing/Apply The learner will be able to capitalize the beginning of a sentence, acronyms, pronoun "I," proper names, days, months, seasons, titles, regional directions, initials, forms of address, direct quotations, proper adjectives, and letter greetings and</p>	<p>CA 1, 1.6, 2.2</p>	<p>Developing Expression And Fluency Through Recognition Of Punctuation</p> <p>Objective:</p> <p>To help students recognize the importance of punctuation marks and what they are used for, so that their fluency and expression in oral</p>

<p>closings.</p> <p>Conventions: Punctuation The learner will be able to apply knowledge of the conventions of punctuation, including commas in a series, dates, addresses, beginning and ending quotation marks.</p>	<p>CA 1, 1.6, 2.2</p>	<p>reading will improve.</p> <p>Materials:</p> <p>Any grade level reading text or other book, where each child has access to a copy. A story with lots of dialogue and a variety of sentence and paragraph types is ideal.</p> <p>Process:</p> <p>Choose a passage which you will read aloud to the group. Read once, with proper expression.</p> <p>Next, have students identify all the types of punctuation in the passage and make sure they know the name of each mark.</p> <p>Then have a student read the words, while another student says only the names of the punctuation marks. This forces the reader to attend to where the marks are and wait for the partner to identify them.</p> <p>If there are a large number of quotations, have one student read narrative, one identify punctuation by naming it, and another one read only words inside quotation marks.</p> <p>Discuss proper expression for each mark and have students model together.</p> <p>You may want to let several students practice this before closing the activity.</p> <p>The last reading should be by one student, using proper expression, without having the punctuation identified.</p> <p>Use a small section of a story occasionally to do this exercise. Then continue with your regular oral reading and evaluate how well the students are learning to attend to the punctuation.</p>

<p>Language Expressions</p> <p>Parts of Speech: Nouns/Pronouns The learner will be able to use nouns, pronouns, and adjectives correctly in written text.</p>	<p>CA 1, 1.6, 2.2</p>	<p>Parts Of Speech Charade</p> <p>Supplies; colored index cards container for the cards</p> <ol style="list-style-type: none"> 1. Write parts of speech on different colored cards. Make sure that these words can be easily acted out. 2. Have students come up and pull out a card. You can tell the class what part of speech it is or just let them decide. 3. The students should act the card out. 4. You can use a student helper to call on people (students should not shout out the answer, they must raise their hand and wait to be called on). 5. The student who answers correctly has the next turn.
<p>Sentence Structure: Sentences/Write The learner will be able to correctly write declarative, imperative, interrogative, or exclamatory sentences with end punctuation.</p> <p>Spelling</p>	<p>CA 1, 1.6, 2.1, 2.2</p>	<p>Sentence Game</p> <p>Have each child make a game board to practice recognizing types of sentences. Have the children make game boards with at least 20 squares of red, green, blue, and yellow. The squares should form a path leading to a picture of a reward of the maker's choosing. Each child should make a spinner which is divided into four colors. When the children make their games, they should include at least twenty index cards on which they have written twenty sentences-five each of statements, questions, commands, and explanations-but without the end punctuation.</p> <p>To play, the player spins the spinner and goes to the square of the indicated color. The player then chooses a sentence from the pile of sentences. If he or she can tell what kind of sentence it is, the player can stay on the square. If he or she cannot identify the sentence type, the player must return to the next square. The first player to reach the reward wins.</p>

<p>Sample: Spelling The learner will be able to use correct spelling of words with simple spelling patterns, simple compounds, homophones, contractions and words with affixes.</p>	<p>CA 1, 1.6, 2.1, 2.2</p>	<p>Spelling Battleship</p> <p>Objective: The students will practice spelling vocabulary, make use of a grid, and develop a positive attitude toward learning. Materials: A makeshift battleship gameboard. A-E/1-6 Procedure: Have each student pick a given number of spelling words from the list and write them arbitrarily on the battleship grid. They must have a partner for this game. The first player guesses a coordinate. For example, B-2. If there is a word in that box the second player tells them the word. The first player must spell it correctly to gain a point. If the first player does not spell it correctly, he/she does not get the point and loses the turn. However, they may guess the coordinate again. The first student to get all the words spelled correctly wins.</p>
<p>Speaking</p> <p>Narrative: Descriptive/Words/Phrases/Use The learner will be able to use descriptive words and phrases to establish a situation, plot, point of view, and setting when creating narrative text.</p> <p>Strategies: Employ/Speak/Clarity The learner will be able to employ strategies to speak with clarity.</p> <p>Directions: Give/Simple The learner will be able to give simple one and two-step directions.</p>	<p>CA 1, 6, 2.1, 2.3</p> <p>CA 1, 6, 2.1, 2.3</p> <p>CA 1, 6, 2.1, 2.3</p>	<p>First Day of School Interviews/Class Book</p> <p>Objective: TLW learn about one another through interviewing and note taking, and introduce his/her 'new friend' to the class. Assessment: Observation, review of students' written work and oral skills. Procedure: 1. Ask students to define what an interview is. Have them brainstorm reasons for interviewing people, and people they would like to interview. Have the students articulate reasons for their choices. (An ice breaking activity for the first day of school). 2. Pair children, if possible, with a classmate who is unknown to him or her. Hand out a worksheet, with prompts (ex: where born, birthday, favorite Food, pets, books, etc.-dependent upon age/ability, this may be eliminated or elaborated as needed). Allow students a set amount of time to interview his/her partner. Explain the need for notes, and if necessary, do a quick review of note taking. Explain that each student will introduce his partner to the class, and field questions about their subject.</p>

3. Allow students to interview each other, with an appropriate time limit.
4. Allow students to introduce classmate to group.
5. When all students have been 'introduced,' have students neatly re-write the interview paper and illustrate his/her partner. If possible, a photo of each student may be added to his/her page.
6. Collect, laminate and bind.

Instructions

Objectives

Pupils should be able to

1. understand what instructions are.
2. recognize the importance of sequencing them.

Strategies

Game, Direct Teaching, Individual Activity and Group Activity

Context

In this lesson, pupils can practice listening, speaking and writing.

INTRODUCTION

Tuning-in:

1. Teacher teaches pupils to play the game 'Leading the Blind':
 - i. Blindfold Pupil A and get him to stand at a certain position in the classroom. Then, get him to turn round twice.
 - ii. Get Pupil B to stand at a corner of the classroom.
 - iii. Place obstacles (tables and chairs) between Pupils A and B.
2. Pupil B is to give instructions to Pupil A to move towards him, without bumping into the obstacles.

		<p>DEVELOPMENT</p> <p>3. Teacher discusses with pupils on the importance of instructions. Ask pupils:</p> <ol style="list-style-type: none"> i. What happens if the instructions were unclear? ii. What happens if the instructions were wrongly sequenced? <p>Explaining Language Feature:</p> <p>4. Teacher explains that the instructions give the recipients information on how something should be done in order to achieve a goal.</p> <p>5. Teacher to give examples of instructions: recipes, origami, etc.</p> <p>6. Teacher also highlights that written instructions can involve number sequencing or words such as 'First', 'Next', 'Then', 'Finally', etc.</p> <p>CONCLUSION</p> <p>7. Teacher demonstrates making of an ‘apple pig’.</p> <p>8. After demonstration,</p> <ul style="list-style-type: none"> - the high ability pupils are to recall and write out the instructions for making the ‘apple pig’. - the middle ability pupils are to fill in missing information in the set of instructions for making the ‘apple pig’. - the low ability pupils are to fill in missing information in the set of instructions for making the ‘apple pig’ using helping words. <p>FOLLOW-UP ACTIVITY</p> <p>9. Teacher puts pupils into groups.</p> <p>10. Each group is given two sets of instructions, all mixed up. The pupils have to sort out the instructions and arrange them in the correct sequence.</p>
<p>Listening</p> <p>Behaviors: Listening Skills/ Use/Various The learner will be able to use listening skills for various purposes.</p>	<p>CA 5, 6, 1.5, 1.6, 1.10</p>	<p>"Little Bunny Follows His Nose"</p> <p>The Students will list the main events of a story in chronological order.</p>

<p>Behaviors: Active Listening/Use The learner will be able to use active listening skills.</p>	<p>CA 5, 6, 1.5</p>	<p>Initiation: First ask students what they think the story is about by looking at the title and cover. Then show the children the pictures and ask them to revise their previous predictions and make more predictions. Tell them to pay attention to the order in which the events of the story take place. Show them the story pyramid, which they will fill in after the teacher reads the story.</p> <p>Materials: Little Bunny Follows His Nose By: Katherine Howard Chart of story pyramid Worksheet to number events in chronological order</p> <p>Procedure: Read Little Bunny Follows His Nose Ask the class to fill in the story pyramid chart Have students complete the worksheet.</p>
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