



Grade Two Instructional Flow - For Original and New Components

GRADE 2	COMPREHENSION STRATEGY	September > SELF-MONITORING STRATEGY	October > ANALYZING STRATEGY	November > ANIMALS IN OUR LIVES INQUIRY UNIT	December > SEQUENCING STRATEGY	January > MAKING CONNECTIONS	February > INSIDE A STORY INQUIRY UNIT	PREDICTING STRATEGY	MARCH > INFERRING STRATEGY	APRIL > WATER WORKS! INQUIRY UNIT	EVALUATING	MAY > SYNTHESIZING	JUNE > YOU CAN DO IT! BOOK CLUB UNIT
ORAL LANGUAGE	The Oral Language Kit components are ongoing and can be used throughout the year with all of the units.												
READING	Comprehension Strategy Focus/Framing Question	- uses self-questioning strategies to check on text meaning - changes strategy use	- understands non-fiction text features - finds key ideas - finds supporting details	How would our lives be different without animals?	- retells in sequence (arguments, details)	- compares and contrasts facts, events, or ideas	What makes a story great?	- confirms or changes predictions	- infers solution to the problem - understands cause and effect	How can we help everyone to have clean water?	- reflects on content, expresses opinions, and supports with some ideas from text	- connects facts, events, and ideas into a cohesive whole	Why is it important to believe in yourself?
	Read Aloud (see Read Aloud Teaching Plans) + Modify purpose for reading to match strategy focus	<i>A Touch of the Zebras</i>	<i>We Are Wolves</i> + <i>Animal Defences: How Animals Protect Themselves</i>	<i>Stay</i>	+ <i>Starting Life: Crocodile</i>	<i>The Wolf Who Cried Boy</i>	My Rows and Piles of Coins	+* <i>Ruler of the Courtyard</i>	<i>Coyote Sings to the Moon</i> <i>Pete the Sheep-Sheep</i>	<i>World Water Day</i> (video)	<i>Chameleons Are Cool</i>	<i>Me and Mr. Mah and Pete the Sheep-Sheep</i>	<i>Peg and the Yeti</i>
	Shared Reading (see Shared Reading Teaching Plans) *Mentor Text for Text-Type Writing Study + Modify purpose for reading to match strategy focus	+ "Just Because", "I'm Very Good at Climbing", "The Vacuum Cleaner's Revenge" in <i>An Early Worm Got Out of Bed</i> + "Let's Celebrate Introduction" and "Invitation" in <i>Let's Celebrate</i>	* <i>The Inuksuk: Guide in the North</i> + "Autumn Leaves" and for "The Muddy Puddle" in <i>An Early Worm Got Out of Bed</i> "Festival Mix-Up" in <i>Let's Celebrate</i>	<i>Pet Parade</i> <i>Helper Animals</i>	* 3-2-1 Blast Off! "Make a Dragon Puppet" in <i>Let's Celebrate</i>	<i>Goldie Locks and the Three Bears</i> * <i>Little Cubs Theatre Presents Goldie Locks and the Three Bears</i> "Light It Up" in <i>Let's Celebrate</i> "Moon Walk" in <i>An Early Worm Got Out of Bed</i> * "How Does a Trick Candle Work?" in <i>Let's Celebrate</i>	<i>A Monster Wrote me a Letter</i> <i>An Interview with Tolowa M. Mollé</i>	<i>The 10 Best Things About Canada (According to Me!)</i> "My Brother's Bug" and "An Early Worm Got Out of Bed" in <i>An Early Worm Got Out of Bed</i>	<i>The Thing I Saw Last Night</i> <i>Antonio's Music</i> * "Waking" and "Aquarium/ Among the Water Lilies" and in <i>An Early Worm Got Out of Bed</i> "Just for Fun/Advertisement" in <i>Let's Celebrate</i>	Explore! Magazine: Water	* <i>Should Children Choose Their Bedtimes?</i> "Spring Conversations" in <i>An Early Worm Got Out of Bed</i> "Journey From the Past"	* "Come to the Pow-wow!" "Canada Celebrates" in <i>Let's Celebrate</i> "Stink Stank Stunk" in <i>An Early Worm Got Out of Bed</i>	<i>How Anansi Outsmarted Snake</i>
	Small-Group Instruction	assessment of students' reading and writing skills	guided reading with a variety of levelled texts		guided reading with a variety of levelled texts	guided reading with a variety of levelled texts		guided reading with a variety of levelled texts	guided reading with a variety of levelled texts		guided reading with a variety of levelled texts	guided reading with a variety of levelled texts	supported independent reading in book clubs
MEDIA LITERACY		invitation	magazine article	photo essay	instructions, magazine article	magazine article play program	interview		song advertisement	magazine	magazine article	magazine article	
WORKING WITH WORDS	Building Words Lessons (see lessons in the <i>Working with Words Guide</i>)	• festival, p.68	• markers, p.66 • special, p.67		• countdown, p.56 • experiment, p.57 • rectangle, p.72	• fireplace, p. 70 • celebrate, p. 71 • locksmith, p. 62 • meanwhile, p. 63 • discover, p. 64 • hibernate, p. 65		• snowfall, p. 54 • wildlife, p. 55 • wildest, p. 49 • tradition, p. 69	• lightning, p. 76 • scream, p. 77 • composer, p. 58 • raindrops, p. 59 • waking, p. 53 • goldfish, p. 50		• arguments, p. 73 • children, p. 75 • basketball, p. 51 • wildest, p. 49 • tradition, p. 69	• patterns, p. 60 • twirled, p. 61 • stinky, p. 52	
	Word Solving and Building Lessons (see lessons in the <i>Working with Words Guide</i>)	- Catch a Rhyme: Use a Rime, p.85 - Words I Know From Poems, p.87 - Using Context to Identify Syllables Through Clapping and Chanting, p.100 - Inflected Endings: Using Poems We Know, p.103	- Catch a Rhyme: Use a Rime, p.80 - Word Expansions: Words I Know, p.86	- Use rime patterns for reading and spelling - Explore inflected endings - Explore compound words - Develop content vocabulary	- Working with Rimes: Crossword Puzzle, p.90 - Identifying Syllables Through Clapping and Chanting, p.98	- Homophones: Not the Same Word You Say!, p.94 - I Can Fold It!, p.91 - Simple Plurals, p.96	- Use rime patterns to read, spell and create new words - Develop content Vocabulary	- Inflected Endings for High-Frequency Words, p.101 - Catch a Rhyme: Use a Rime, p.81	- Homophones: Catch My Meaning, p.95 - Where's My Contraction?, p.93 - Inflected Endings: Final "e" Drop or Not, p.104 - Plurals: Introducing "es", p.97 - Let's Check It Out, p.105	- Develop content vocabulary	- Compound Words, p.106 - Catch a Rhyme: Use a Rime, p.78	- Words I Know From Stories We Read, p.89 - Catch a Rhyme: Use a Rime, p.83	
	Language Predictability Lessons (see lessons in the <i>Working with Words Guide</i>)	- Initial Cloze Flap Work: Reread, p.108 - Initial Cloze Flap Work: Read Ahead, p.110	- Using Word Parts to Solve Unknown Words, p.112 - Word Meaning from Context, p.127	- Use context to decipher word meaning - Explore descriptive and action words	- Initial Letter Assist, p.113 - Bringing It Together!, p.114 - What Action!, p.129	- Word Meaning from Context, p.126 - What's a Noun?, p.128 - Can I Describe It, p.131 - Using Consonant Blends in Reading, p.117		- Using Rime Patterns for Reading, p.120	- Using Literature to Extend Graphophonic Predictability, p.122 - Using Inflected Endings in Reading, p.119	- Use context to decipher work meaning	To What Do I Refer?, p.130	- Word Meaning From Context, p.123	
WRITING	Text-Type Study (see lessons in <i>Writing Guide</i>)	Self-Selected Writing pp. 149-153	Description: Report pp.42-57	Select-selected writing or media project	Procedural: Instructions pp. 101-113	Explanation: Information Article pp.58-72	Select-selected writing or media project	Narrative: Realistic Story pp.73-86	Poetry Study: Free Verse pp.128-142	Select-selected writing or media project	Persuasion: Pro/Con Argument pp.87-100	Retell: Realistic Story pp.114-127	Culminating Task: Message Kites
	Craft and Conventions Lessons - specific to the text-type study (see lessons in <i>Writing Guide</i>)	• Brainstorming Ideas, p.156 • Making a Personal Topic List, p.157 • Narrowing Down a Topic, p.159 • Using Personal Experiences, p.160 • Using Fiction and Non-fiction Texts for Ideas, p.162 and 163 • Planning and Writing a Card or Invitation, p.174 and 185	• Using Sticky Notes to Make a Plan, p.166 • Making Jot Notes While Researching, p.170 • Writing Simple Paragraphs, p.197 • Creating a Table of Contents, Index, Picture Glossary, p.224, 226, and 230 • Including Maps or Illustrations, p.228	- Gather information prior to writing - Take jot-notes about information in text - Use organizers to record thinking - Record personal questions for inquiry - Express opinion and try to justify with evidence	• Sequencing Ideas, p.168 • Sorting Ideas, p.169 • Using a Graphic Organizer, p.170 • Sequencing and Linking Ideas, p.180 • Using Signal Words, p.182 • Changing the Order of Ideas, p.193	• Adding Ideas, p.189 • Deleting Ideas, p.190 • Joining Sentences, p.194 • Making Sentences More Interesting, p.195 • Using Commas, p.213 • Using Abbreviations, p.206 • Punctuating Sentences with "!" and "?", p.208 • Including Illustrations, p.228	• Ask questions • Generate ideas about the framing question • Support ideas with evidence • Respond to other students' ideas, questions, and arguments • Compare and contrast ideas	• Sketching a Plan, p.172 • Converting a Plan into a First Draft, p.175 • Redrafting When You Change Your Mind, p.177 • Writing an Interesting Introduction, p.179 • Writing a Good Conclusion, p.182	• Giving Details, p.181 • Changing Word Choices, p.191 • Using Commas, p.212 • Interviewing, p.160 • Using Media Sources, p.164 • Sketching a Plan, p.171 • Planning to Write a Letter, p.173	• Gather information prior to writing • Take jot-notes about information in text • Use organizers to record thinking • Record personal questions for inquiry • Express and opinion and justify with evidence	• Giving Details, p.181 • Changing Word Choices, p.191 • Changing to a Letter Form, p.200	• Sketching a Plan, p.171 • Converting a Plan into a First Draft, p.175 • Using Signal Words, p.182 • Using Question Marks in Dialogue, p.210 • Using 's for Possessives, p.211	

You can teach the units in any order that works for you and your students. This is one possible order. Visit http://www.scholastic.ca/education/litplace_earlyyears/lpey_online_resources.html for online support and teaching materials!