



# McKeesport Area School District

## Flexible Instruction Days – Elementary Lesson Plan

<b>GRADE / SUBJECT:</b> 2 <sup>nd</sup> Grade English Language Arts Supplemental Learning Support- Adapted Lesson		<b>LESSON TITLE:</b> Animal Groups, Cats, and Foundations Fluency		
<input type="checkbox"/> <b>LESSON 1:</b>	<input type="checkbox"/> <b>LESSON 2:</b>	<input type="checkbox"/> <b>LESSON 3:</b>	<input type="checkbox"/> <b>LESSON 4:</b>	<input checked="" type="checkbox"/> <b>LESSON 5:</b>
<b>STANDARDS AND SEQUENCE:</b>				
<p>CC.1.1.2.D: Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words.</p> <p>CC.1.1.2.E: Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>In order for students to complete and understand this lesson they must be able to decode and read the assigned information, or have someone who can help when needed. Students must be able to identify similarities and differences between things, comparing and contrasting them. This lesson may be revisited by the teacher in class.</p>				
<b>INSTRUCTIONAL OUTCOMES:</b>				
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Use and understand the words eyes, long, or, and walk</li> <li>2. Read and write words that follow the i consonant e spelling pattern. Ex: mice</li> <li>3. Discover how to compare and contrast.</li> <li>4. Decode and read sounds, words, phrases, and short sentences</li> </ol>				
<b>STUDENT PARTICIPATION:</b>				
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Read, write, and use the words eyes, long, or, and walk</li> <li>2. Decode, read, and write words following the i consonant e spelling pattern.</li> <li>3. Read the compare and contrast handout</li> <li>4. Read "Cats" to compare and contrast different types of cats and answer comprehension questions</li> <li>5. Practice the sounds of individual letters, digraphs, glued sounds: all, am, an, ing, ung, ang, ong, ink, unk, ank, and onk, and ar, er, ir, or, ur, by decoding and reading sounds, real words, nonsense words, trick words, phrases, and a short story titled, "The Pink Dress"</li> </ol>				
<b>ACCOMMODATIONS:</b>				
<p>For struggling learners:</p> <ol style="list-style-type: none"> <li>1. Complete the assignment with an adult</li> <li>2. Access and listen to the story online</li> <li>3. Have an adult assist in reading the questions</li> </ol> <p>For advanced learners:</p> <ol style="list-style-type: none"> <li>1. Students can complete the grade level assignment provided by the regular education teacher</li> </ol>				
<b>RESOURCES:</b>				
<ol style="list-style-type: none"> <li>1. Journey's Lesson 15 Packet with story, "Cats"- Grade Level 1</li> <li>2. Foundations Level 1 Unit 8 Fluency Packet</li> <li>3. Pencil</li> <li>4. Optional access to Think Central for the online version of the story</li> <li>5. Compare and Contrast handout</li> </ol>				
<b>EVIDENCE OF LEARNING</b>				
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the words eyes, long, or, and walk by completing the notebook pages</li> <li>2. Demonstrate an understanding of the i consonant e spelling pattern by completing the notebook page</li> <li>3. Demonstrate an understanding of a given story by comparing and contrasting cats and reading and answering comprehension questions in the given packet</li> <li>4. Demonstrate an understanding the sounds of individual letters, digraphs, glued sounds: all, am, an, ing, ung, ang, ong, ink, unk, ank, and onk, and ar, er, ir, or, ur, by decoding and reading sounds, real words, nonsense words, trick words, phrases, and a short story titled, "The Pink Dress" by completing timed assessments of their given Foundations fluency packet</li> </ol>				

# Compare and Contrast

When you **COMPARE** you look for how two things are the **SAME**.  
When you **CONTRAST** you look for how two things are **DIFFERENT**.

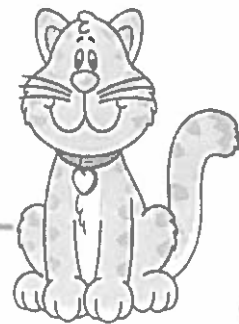
**COMPARE**

**CONTRAST**

**dogs**



**cats**



**alike**



• bark

• chase cats

• like to play

• meow

• chase mice

• like to sleep

• pets

• have fur

Lesson

15



WORDS TO KNOW

eyes

long

or

walk

# Animal Groups



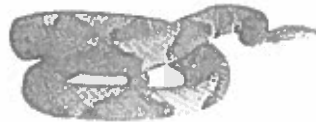
Read the sentence.

Write the new word.



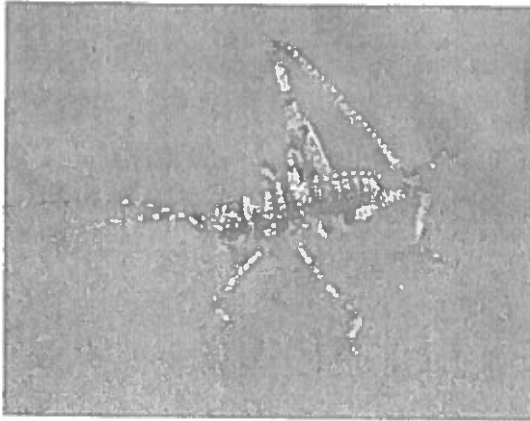
① Fish can swim, but they can not walk.

walk



② Snakes can eat mice or frogs.

or



3 Bugs can have long legs.

long







4 A cat's quick eyes help it hunt.

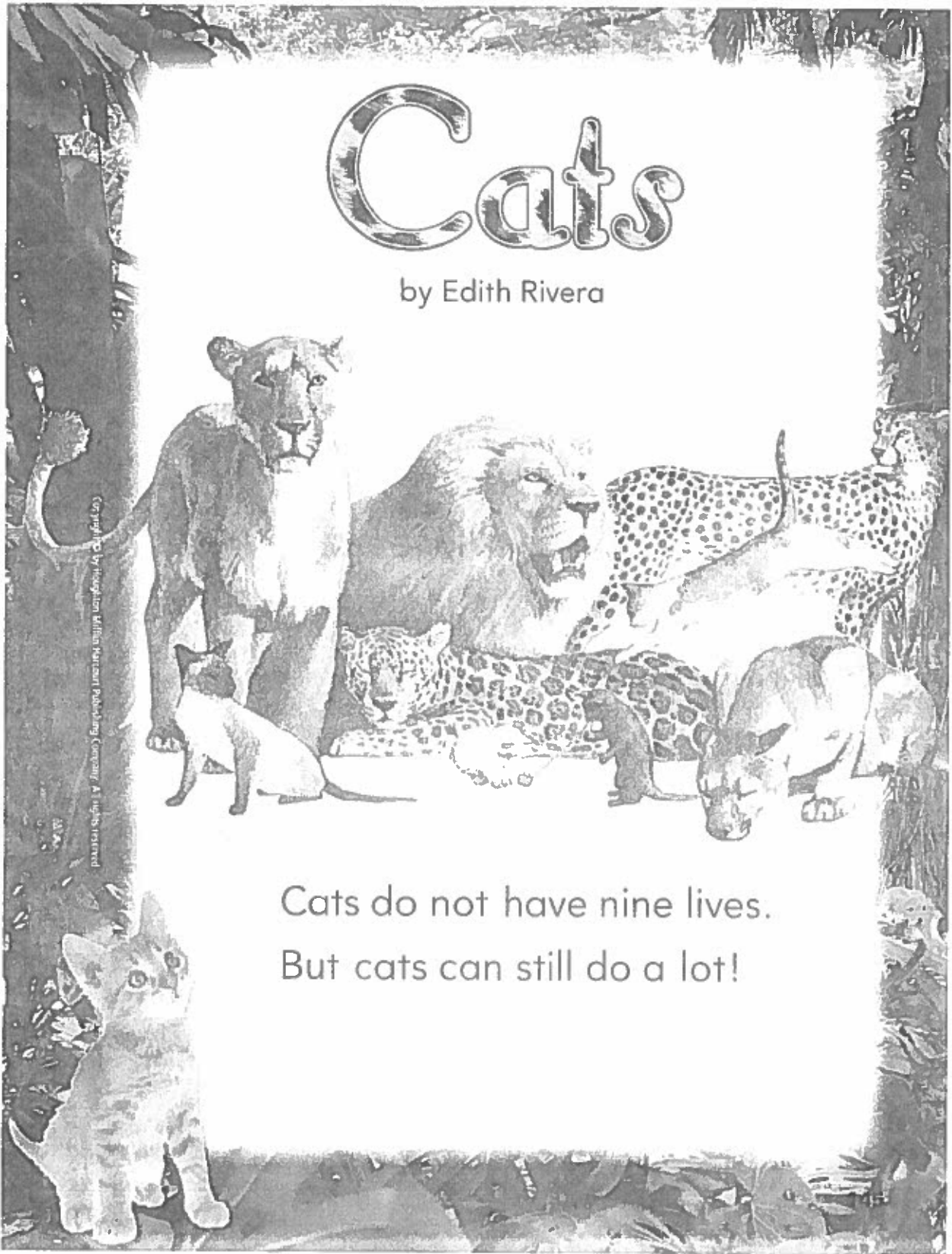
eyes

# Write a Word

Read the words in the word box.  
Write the word under the picture.

dime      kite  
ice        mice

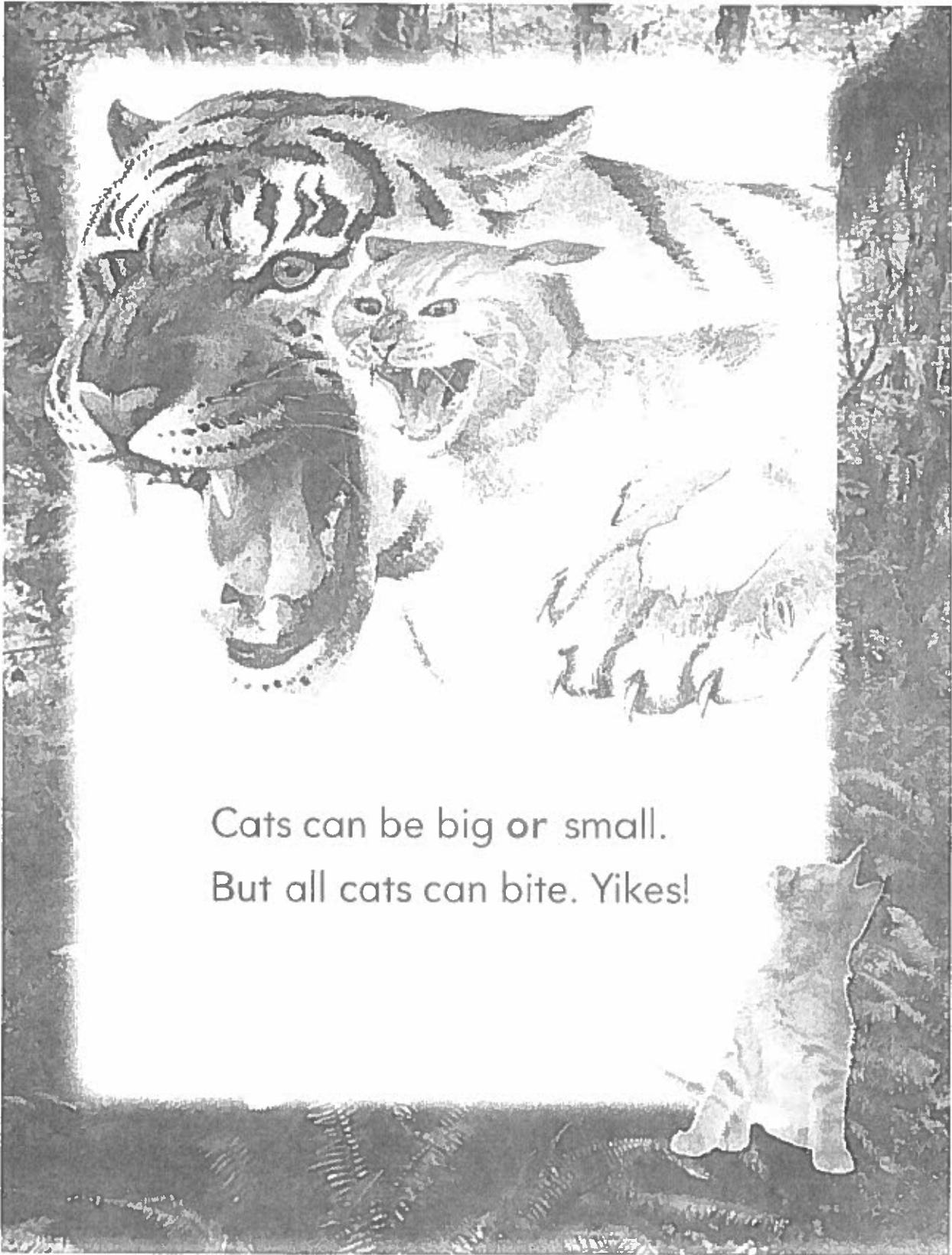
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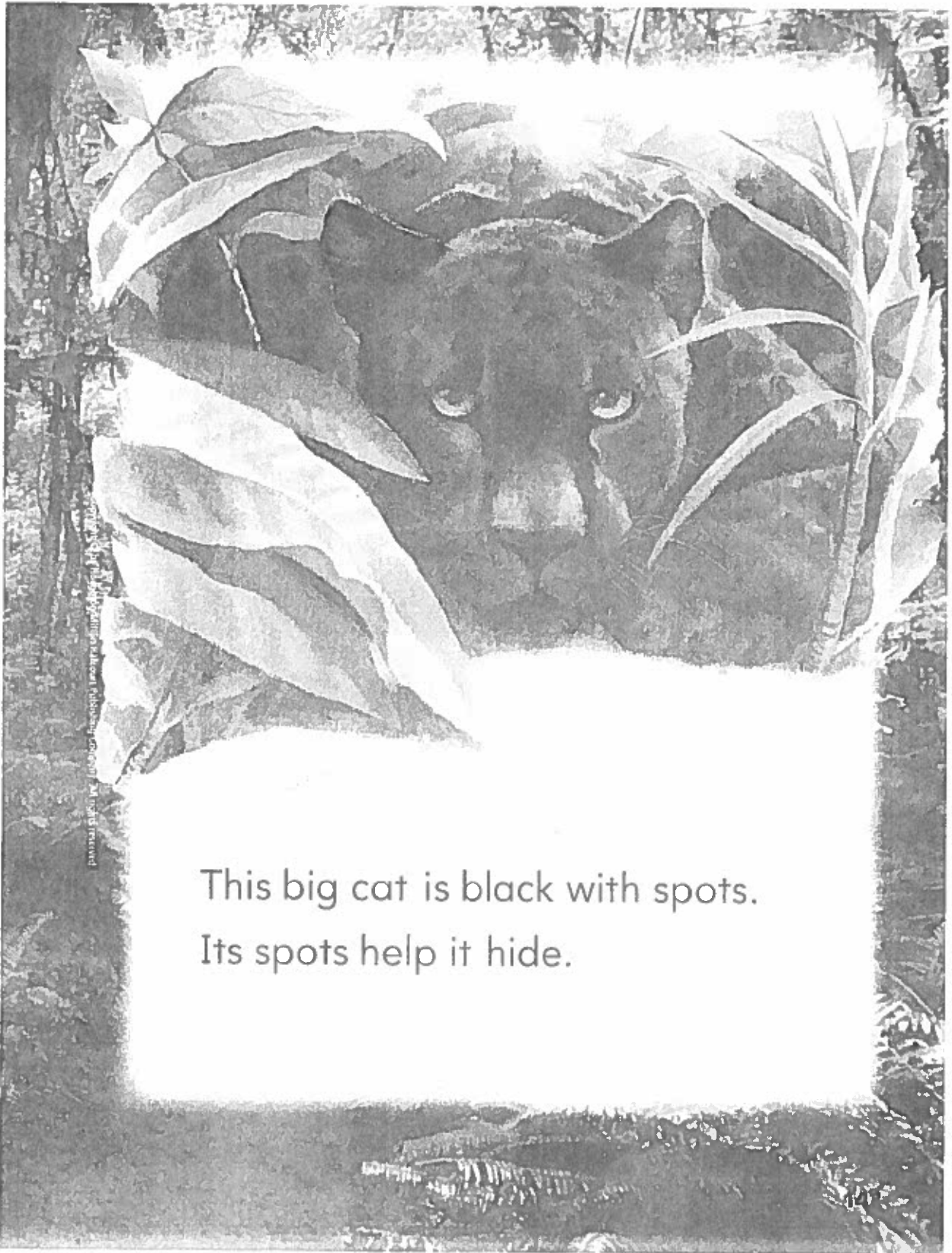
Cats do not have nine lives.  
But cats can still do a lot!

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Cats can be big or small.  
But all cats can bite. Yikes!

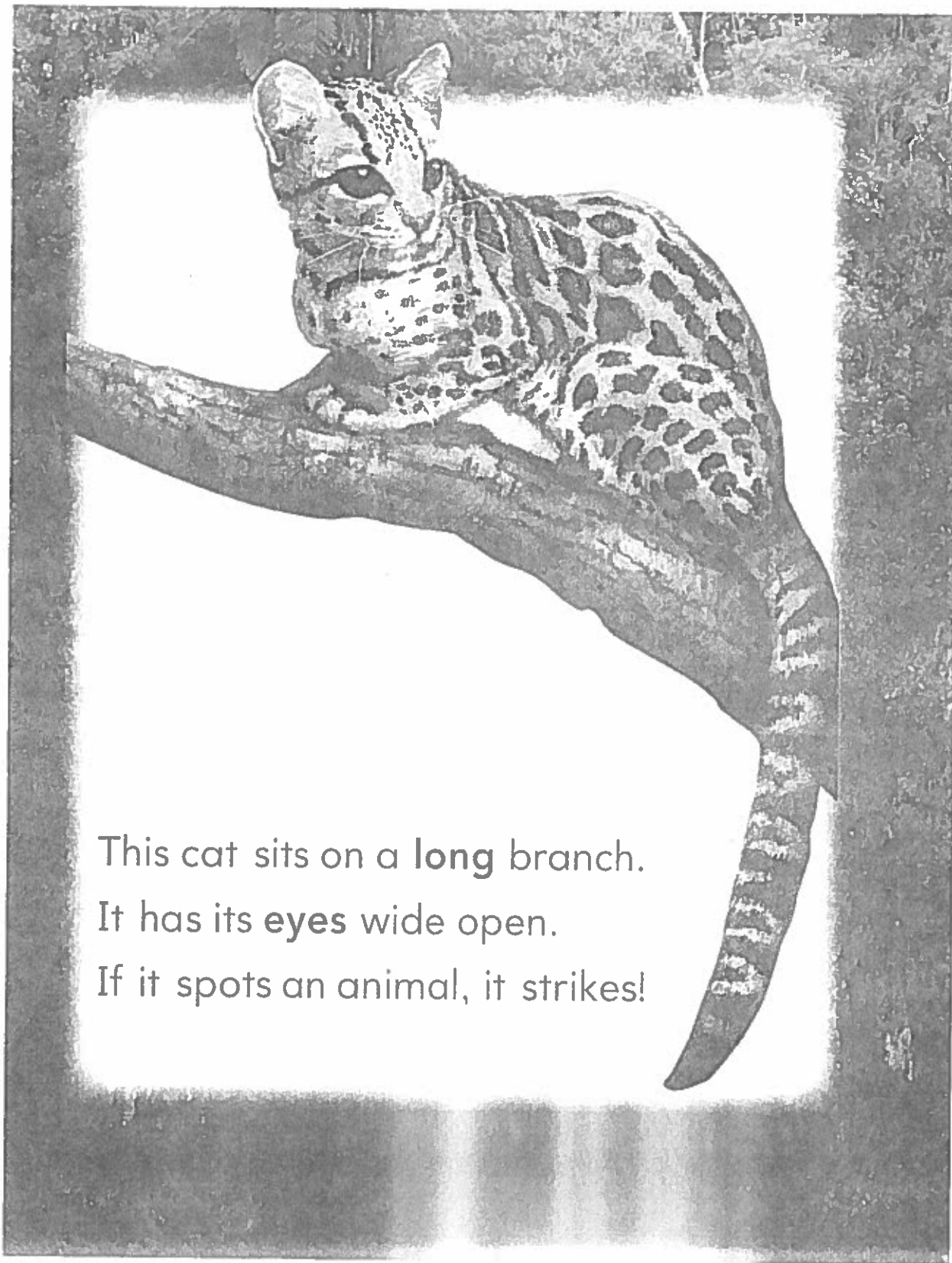
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This big cat is black with spots.  
Its spots help it hide.

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This cat sits on a **long** branch.  
It has its **eyes** wide open.  
If it spots an animal, it strikes!

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This big cat hunts as well.  
It can hunt mice, fish, and frogs.



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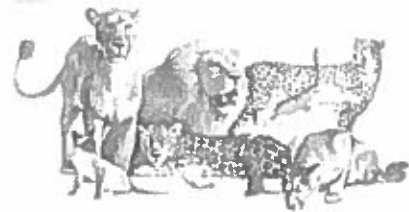
Big cats can look like pets.  
But it is not wise to pet them!  
Never walk up to big cats.  
It is best just to let them be.

150

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## Look Back and Respond

Read Together

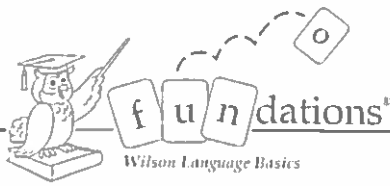


Check the answer.

- ① How are all cats the same?
  - They are the same size.
  - They can all bite.
  
- ② How can big cats differ?
  - in color
  - some have teeth, some don't
  
- ③ If you see a big cat...
  - walk up to it.
  - let it be.

Write about cats.

- ④ Cats are \_\_\_\_\_



Read all sounds, then time for 20 seconds and record score.

Sounds

Unit 8

p

qu

ck

ang

onk

ar

th

unk

ing

or

ong

er

ung

ch

ink

th

ur

all

ong

ir

STUDENT NAME				
DATE				
<b>TIME • 20 SECONDS</b> After recording drill scores, transfer the student's best total to the Recording Form	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total



Read all words, then time for 20 seconds and record score

left

held

mend

mask

pinch

lump

cliff

press

swim

task

crush

flip

clock

lost

pest

shred

glass

help

trim

limp

STUDENT NAME				
DATE				
<b>TIME • 20 SECONDS</b> After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total



Read all words, then time for 20 seconds and record score

flup

glip

dret

frish

vrag

stish

droth

draps

bloss

shusp

masp

plix

shriz

zist

trops

prabs

hinch

bresh

fliss

grib

STUDENT NAME				
DATE				
<b>TIME • 20 SECONDS</b> After recording drill scores, transfer the student's best total to the Recording Form	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total



Foundations®

Wilson Language Basics

Read all words, then time for 20 seconds and record score

Trick Words

Unit 8

do

over

my

number

put

could

some

were

come

said

should

where

very

her

also

could

her

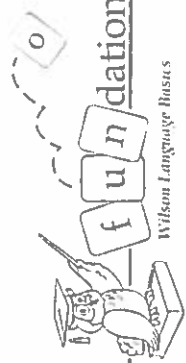
into

over

would

STUDENT NAME				
DATE				
TIME - 20 SECONDS	/ 20 Items	20 Items	20 Items	/ 20 Items
After recording drill scores transfer the student's best total to the Recording Form	Errors	Errors	Errors	Errors
	Total	Total	Total	Total





Wilson Language Basics

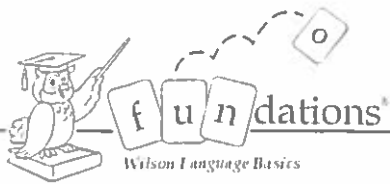
Read all words, then time for  
 60 seconds and record score.

Phrases

Unit 8

try that task	up the steps	over the cliff	smell that frog	in a flash
shred the grass	about the test	in the sand	from her hand	to my left
off the shelf	into the pond	get two drinks	to the dump	why the wind
could not swim	some get lunch	from that twig	with the brush	would not pinch

STUDENT NAME			
DATE			
<b>TIME • 60 SECONDS</b> After recording drill scores, transfer the student's best total to the Recording Form	/ 60 Items Errors Total	/ 60 Items Errors Total	/ 60 Items Errors Total



Read the story.

The Pink Dress

Unit 8

Mom said, "Jess, you have to get a dress at the shop. **Let's go** and you can try some of them." They went to the shop. Jess held up a red dress. "Can I try this one?" That dress was just too small.

Then Jess held up **another** one. It was a pink silk dress.

"That is the best dress!" said Mom. "If it does fit you, I will get that one for you." The pink dress did fit Jess, but it had a small rip in it. Mom said, "I can fix that rip. I will mend it for you." Jess said, "Thank you, Mom!" She was **so** glad to get the pink silk dress.