

Name _____



Verbs

Write the past tense form of the words in parenthesis.

1. He _____ (write) a story for the school newspaper.
2. James _____ (bring) his lizard to school.

Proper Nouns

Circle the words that need a capital letter.

1. we are going to lake michigan in june.
2. amber works at burger king.
3. grant and sarah go to washington school in texas.

Writing

A story should focus on one idea. Read the story and find the sentence that best fits in the blank.

David loves playing with his dog. His dog loves playing fetch with a tennis ball. _____ Rufus is all worn out and takes a nap by the door.

- A. He also likes to catch a Frisbee.
- B. David wants another dog.
- C. The dog barks all night long.

Rhyming

Circle the two words that rhyme in each row.

- | | | |
|---------|------|------|
| 1. arm | corn | horn |
| 2. more | for | form |
| 3. play | toy | tray |



Combining Sentences

Combine the sentences using a conjunction. Words such as and, but, or, when, and after are conjunctions.

I played outside. My homework was finished.



Thematic Units For Second Grade Language Arts

Carole Cox



Thematic Units For Second Grade Language Arts:

Balancing Reading & Language Learning Mary Cappellini, 2005 Combining the best classroom practices and research on teaching reading and language acquisition Mary Cappellini integrates effective reading instruction with effective language instruction Through the framework of a balanced reading program she emphasizes the importance of constantly listening for and assessing children's language and reading strategies during read aloud shared reading guided reading and independent reading including literature circles **BOOK JACKET**

Language Arts Mildred R. Donoghue, 2008-08-05 Provides a clear and succinct introduction to teaching the language arts to elementary students Key Features Focuses on integrating the six language arts reading writing listening speaking viewing and visually representing with other subject areas Provides guidance on differentiating instruction to bring out the best in the rapidly growing number of students with special needs and English language learners in the regular classroom Includes a detailed lesson plan in each chapter along with instructional activities and techniques to integrate the language arts across all the subjects in the elementary curriculum Accompanied by High Quality Ancillaries Student Resource CD Bundled with the book this CD includes video clips and discussion questions that correlate with important chapter concepts This interactive study site provides practice tests flashcards chapter summaries links to NCTE IRA and state specific Language Arts standards and much more Instructor Resources on CD Available by contacting SAGE Customer Care at 1 800 818 SAGE 7243 this CD for instructors offers resources such as lecture outlines PowerPoint slides a test bank and sample syllabi for semester and quarter courses Intended Audience This book is intended for undergraduate and graduate courses in elementary language arts methods which teaches pre service teachers and licensure certification candidates specifically how to teach their students the basics of the six language arts reading writing listening speaking viewing and visually representing

Connecting Content and Academic Language for English Learners and Struggling Students, Grades 2-6 Ruth Swinney, Patricia Velasco, 2011-05-11 In this supremely practical book award winning principal Ruth Swinney and college professor Patricia Velasco focus on the careful planning needed to develop the academic language of all students For English learners especially it is critically important to integrate language development with the content that the curriculum demands What makes this book unlike any other is the detailed guidance it provides to help students advance from social to academic language encourage verbal expression in the classroom plan language arts social studies and science lessons that connect language and content and use shared reading and writing read alouds and conversation to teach language skills Hands on tools include graphic organizers sample lesson plans concept maps semantic webbing word walls and worksheets and everything teachers need to help emergent bilingual and struggling students master the academic language they need to excel in school

Academic Language in Diverse Classrooms: English Language Arts, Grades 3-5 Margo Gottlieb, Gisela Ernst-Slavit, 2013-09-23 Make every student fluent in the language of learning The Common Core and ELD standards provide pathways to academic

success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning

Curriculum Leadership Allan A. Glatthorn, Floyd Boschee, Bruce M. Whitehead, Bonni F. Boschee, 2018-07-11 Curriculum Leadership Strategies for Development and Implementation helps current and aspiring administrators teachers and curriculum directors successfully restructure enhance and implement school K 12 curriculum This foundational book highlights 21st century educational ideas and advocacy while also remaining focused on tried and true strategies for meeting state and national standards in today s diverse classrooms Featuring an array of new scholars researchers and case studies the Fifth Edition centers on the importance of teachers and teacher leaders in the area of curriculum development promotes the crucial role of special education and its contribution to the overall curriculum development process and includes a renewed emphasis on concurrent learning and creating stimulating online discussions With the support of this thought provoking and extensively researched text readers will develop a working and thorough foundation of curriculum to effectively implement in the classrooms of the future

Reading Comprehension Camille Blachowicz, Donna Ogle, 2017-02-13 This practical resource and widely used text presents a wealth of research based approaches to comprehension instruction The authors offer specific classroom practices that help K 9 students compare and evaluate print and online sources develop vocabulary build study and test taking skills and become motivated readers

Resources in Education , 2001

Early Childhood Curriculum Sue Clark Wortham, 1998 This text is appropriate for Early Childhood Curriculum Courses in Early Childhood Departments Elementary Education Departments and Departments of Child and Family Studies Using a thematic integrated approach this book addresses the need for present and future teachers to understand the benefits of developmentally appropriate curriculums and the role of the child s development in the curriculum This practical text combines theory with practice by providing concrete examples of how to plan meaningful activity for children from infancy through age eight in child care pre school and primary school settings Current trends and issues are discussed throughout the text to keep students abreast of the latest thinking in early childhood curriculum development

Bilingual Education María Estela Brisk, 2006-04-21 Bilingual Education From Compensatory to Quality Schooling Second Edition maintains its original purpose of synthesizing the research on successful bilingual education in order to demonstrate that quality bilingual education is possible and desirable Findings from a wide range of studies are integrated to provide a clear picture of bilingual education in today s schools and a professional understanding of the foundations and issues surrounding bilingual education programs The recommendations offered provide a comprehensive

basis for planning developing improving and evaluating bilingual programs For clarity these recommendations are discussed with respect to the whole school the curriculum and the classroom but it is stressed that they need to be applied in a holistic way because they depend on each other All educators who work or will work with bilingual students classroom teachers administrators and curricula developers will find the information in this text essential and will appreciate the straightforward approach and easy reading style New in the Second Edition A new Chapter 1 Pursuing Successful Schooling includes the definition of success that frames the content of the book and a review of how the research on bilingual education has changed Chapter 2 Bilingual Education Debate is substantially revised to address major changes in demographics and legislation Chapter 3 Contextual and Individual Factors Supports and Challenges is updated to include important new research on the external and internal factors affecting learners and a new section on peers Chapter 4 Creating a Good School is reorganized and updated Chapter 5 Creating Quality Curriculum is updated throughout particularly the sections on teaching content areas and assessment Chapter 6 Creating Quality Instruction includes extensive new material in the sections on Teaching English and In English and Teaching Students with Limited Schooling Chapter 7 Beyond the Debate has an extensive new section describing and analyzing how the framework for quality education can be used as a guide to help create a new program

Forum, 2007 Fundamentals of Teaching English to Speakers of Other Languages in K-12 Mainstream Classrooms Eileen N. Ariza, Hanizah Zainuddin, 2002 Literary Practices As Social Acts Cynthia Lewis, 2001-07-01 This book examines the social codes and practices that shape the literary culture of a combined fifth sixth grade classroom It considers how the social and cultural contexts of classroom and community affect four classroom practices involving literature read aloud peer led literature discussions teacher led literature discussions and independent reading with a focus on how these practices are shaped by discourse and rituals within the classroom and by social codes and cultural norms beyond the classroom This book s emphasis on intermediate students is particularly important given the dearth of studies in the field of reading education that focus on readers at the edge of adolescence

Dual Language Instruction Nancy Cloud, Fred Genesee, Else Hamayan, 2000 Dual Language Instruction A Handbook for Enriched Education provides a comprehensive theoretical framework and practical guide to implementing evaluating administering and maintaining a successful dual language instruction program Constructivist Strategies for Teaching English Language Learners Sharon Adelman Reyes, Trina Lynn Vallone, 2007-12-13 The authors embrace the constructivist paradigm as a natural teaching and learning response to the specific needs of ELLs A unique and remarkable contribution to the theoretical and research based literature Karen C Evans Principal David Walker Elementary School Evanston IL Reyes and Vallone invite readers on an exciting journey inside classrooms where knowledgeable caring advocacy oriented teachers effectively engage English Language Learners through culturally and linguistically responsive pedagogy Carlos J Ovando Professor Arizona State University Combine constructivist methods and culturally responsive instruction to improve educational equity As the

population of English Language Learners ELLs grows educators need new strategies to effectively promote second language acquisition and literacy development in all content areas By linking constructivist pedagogies to ELL instruction Constructivist Strategies for Teaching English Language Learners provides a culturally responsive approach that builds on students experiences and strengths Sharon Adelman Reyes and Trina Lynn Vallone supply in depth classroom examples and grade level connections to help readers apply constructivist methods in teaching ELLs Designed for inclusive classrooms with diverse student backgrounds and abilities this hands on guide examines Perspectives on second language acquisition and learning Program models for ELLs Instructional practices informed by critical pedagogy Examples of constructivist classroom programs Mainstream and bilingual teachers ESL specialists principals and teacher leaders will find the conceptual foundation and practical methods needed to promote academic success for ELLs , *Reading-Writing Connections* Mary F. Heller,1999-04-01 Reading Writing Connections From Theory to Practice is an extraordinary language arts methods text that enables elementary and middle school teachers to create classroom environments where all students can become lifelong readers and writers Focusing on developmentally appropriate methods and materials this remarkably readable book empowers a new generation of teachers to integrate reading writing listening and speaking in K 8 classrooms Heller s highly accessible writing style makes this book suitable as a primary text for undergraduate and graduate courses in language arts reading writing and literacy Special features of this second edition include a vision of how to transform cutting edge theory and research into classroom practice that utilizes integrated language arts instruction a unique developmental perspective with separate chapters on teaching methods and materials for kindergarten primary 1 3 intermediate 4 6 and middle grades 7 8 instructional guidelines that offer generous detailed suggestions for applying theory to practice plus For You to Try and For Your Journal exercises that encourage critical thinking and reflection and a wealth of classroom vignettes examples of students oral and written language illustrations and figures that accentuate interesting and informative theory research and practice In addition Reading Writing Connections offers expanded content on the impact of sociocultural theory and the whole language movement on the teaching of reading and writing across the curriculum greater emphasis on cultural diversity including new multicultural children s literature booklists that complement the general children s literature bibliographies and current information on alternative assessment emerging technologies the multiage classroom reader response to literature and thematic teaching **Making Literacy Real** Joanne Larson,Jackie Marsh,2014-11-17 Offering an overview of the major fields in literacy studies this book presents a detailed and accessible discussion of key theories and their relevance in the primary classroom Each chapter uses a real life case study to explore the application of theory in practice followed by a detailed discussion of the case study material by a leading name in the field including contributions from Barbara Comber Michele Knobel Colin Lankshear Gunther Kress Brian Street Kevin Leander and Patricia Enciso The text also offers reflections on theoretical foundations for research exploring literacy as a practice grounded in social cultural

historical and political contexts and in relationships of power This second edition includes New chapters covering digital literacy space and play and multimodality Examples and contributions from a range of international contexts including US UK Canada Australia and South Africa Further reading links Essential reading for students at undergraduate and post graduate level on primary education courses and an invaluable guide for anyone wanting to understand literacy theory and successfully apply this to the classroom

Teaching Writing to English Language Learners in the Elementary Classroom Subrata Bhowmik, Marcia Kim, 2025-10-29 This book focuses on research informed approaches and techniques for teaching writing to elementary English Language Learners ELLs The book highlights strategies for enriching writing literacy education for elementary ELLs With contributions from prominent scholars in the field of elementary ELL writing from around the world the chapters in this book focus on a wide range of topics including curriculum design metalanguage and translanguaging integrating playfulness into a genre based approach to writing instruction metacognitive instruction teaching the genre of school identity texts multimodal writing using mentor texts teaching science writing and interrogating raciolinguistic ideologies in assessment practices Together they highlight both the challenges and possibilities of writing instruction for elementary ELLs in diverse educational contexts This is a foundational text for students in TESOL programs focusing on writing instruction for ELLs as well as for pre and in service teachers who want to upgrade their teaching abilities and knowledge bases

Teaching Language Arts Carole Cox, 2008 Engaging readable student friendly and practical this text is built on a strong theoretical and research base and illustrated and clarified with real life examples of children and teachers from today s diverse classrooms Written to reflect cutting edge theory new research the latest policies the new Common Core State Standards and best practices in the rapidly changing world of language arts instruction Carole Cox s new Seventh Edition continues to guide students as they learn the many skills required to become an effective teacher today Publisher s description

Teaching Science to Every Child John Settlage, Sherry Southerland, 2012-04-23 Providing timely and practical guidance about teaching science to all students this text gives particular emphasis to making science accessible to populations who are typically pushed to the fringe especially students of color and English language learners Central to this text is the idea that science can be viewed as a culture including specific methods of thinking particular ways of communicating and specialized kinds of tools By using culture as a starting point and connecting it to effective instructional approaches this text gives elementary and middle school science teachers a valuable framework to support the science learning of every student Changes in the Second Edition Three new chapters technological tools and resources embedded throughout each chapter increased attention to the role of theory as it relates to science teaching and learning expanded use of science process skills updated and expanded Companion Website www.routledge.com/textbooks

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