**Second Grade Reading Distance Learning**

**Overview: R- influenced vowels, fiction story elements, story retell.**

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|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Phonics** **(15 min)** | Generate a list of words with -ar spelling pattern, i.e. arm, harm, farm, hard, etc.. | Generate a list of words with -er spelling pattern, i.e. fern, term, etc. | Generate a list of words with a -ir spelling pattern i.e. bird, dirt, etc. | Write or dictate to a family member 3-5 sentences using the words from days 1-3. | Write or dictate to a family member 3-5 sentences using the words from days 1-3. |
| **Reading** **(15 min)** | Choose a favorite toy or stuffed animal and read a fiction story to it. | Read a different fiction story to your favorite toy or stuffed animal. | Read the two stories again with a family member. | Read the stories again. Decide what your favorite part is in each of the stories. | Read a new story in a spot you don’t usually read in. I.e., standing at the kitchen counter. |
| **Reading Response** **(15 min)** | Fill out K-2 Story Map using pictures or sentences to retell the story. | Fill out K-2 Story Map using pictures or sentences to retell the story. | Complete the Venn Diagram to compare/contrast the two stories. | Write 2-4 sentences explaining your favorite part in each of the stories.  | Draw a picture illustrating your favorite parts in each of the stories. |

**Overview: R- influenced vowels, short vowel sounds, non-fiction text elements.**

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|  | **Day 6** | **Day 7** | **Day 8** | **Day 9** | **Day 10** |
| **Phonics** **(15 min)** | Generate a list of words with -or spelling pattern, i.e. corn, born.  | Generate a list of 4 letter words with a short /u/ vowel, i.e. club, stub. | Generate a list of 4 letter words with short /a/ vowel, i.e. scab, drab. | Write or dictate to a family member 3-5 sentences using the words from days 1-3. | Write or dictate to a family member 3-5 sentences using different words from days 1-3. |
| **Reading** **(15 min)** | Choose a favorite toy or stuffed animal and read a \*non-fiction text to it. Before you read, complete the first two sections of the KWL chart (I Know, I Want to Know). | Read a different \*non-fiction text to your favorite toy or stuffed animal. Before you read, complete the first two sections of the KWL chart (I Know, I Want to Know). | Read the two texts again with a family member. | Read the texts again. Name a fact you learned in each of the stories. | Read a new \*non-fiction text in a spot you don’t usually read in. I.e., standing at the kitchen counter. |
| **Reading Response****(15 min)** | Fill out the last section of the KWL chart (I Learned).  | Fill out the last section of the KWL chart (I Learned).  | Complete the Venn Diagram to compare/contrast the two texts. | Write 2-4 sentences explaining the facts you learned from the stories. You can use the sentence frames: I learned \_\_\_\_\_\_\_\_\_ in\_\_\_\_\_\_\_\_\_\_\_. It was interesting because\_\_\_\_\_\_\_\_\_\_. | Draw a picture illustrating the facts you learned in each of the stories. |

\* Students may use your school library page to access non-fiction texts electronically.